THE SHAKERITE

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Principal Michael Griffith ends 15-year service with resignation

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Reflecting on the Year

ALEXANDRA HARRIS WEB EDITOR IN CHIEF
ELLA SHLONSKY PRINT EDITOR IN CHIEF

Having both attended Shaker schools since kindergarten, we've seen Shaker undergo copious change over the years while still managing to uphold its traditions.

The district is known for its motto: "A community is known by the schools it keeps." If we want Shaker to continue to be known for its superior schools, we must take a closer look at the district and how we are going to cope with future changes.

This year proved to be a substantial challenge in many areas, and there are still more tough times and changes to come. Yes, we will acknowledge that a lot of the changes originate from the state rather than the district. However, it is how our district implements these changes that causes concern.

The recent top-down approach adopted by the Board of Education and central administration to appease their Strategic Plan has proven extremely unpopular among Shaker students, faculty, parents and community members. Again, we will acknowledge that there were certain changes that the administration couldn't control, such as the state-mandated PARCC testing. However, teacher required data collecting from students to supplement the Strategic Plan and time-consuming excursions to accommodate the district's pursuit of International Baccalaureate Middle Years Program certification are just a few of the many avoidable changes within the high school that have left teachers feeling overlooked and overwhelmed.

Clearly, teacher morale is at an all-time low. If Shaker continues at this rate of rapid and insensitive change, teachers will be, and already have been, compelled to find jobs elsewhere.

Seeing our teachers so unhappy in their workplace is extremely disheartening and upsetting to us students who have experienced nothing less than years of enthusiasm. Students feel teachers' frustrations with using precious class time on unnecessary testing and IB requirements rather than their own personalized lesson plans. We cringe as we watch our district devolve into a business model rather than an educational model. It's becoming a place where teachers don't feel comfortable or content in their own classrooms. That is not the Shaker we know and love.

This is not to say that everything new at the high school is bad. Events such as TEDxSHHS, the legacy project for the IB class of 2015, and the Theatre Department's staging of the musical "Les Miserables," which captured the attention of the Cleveland area with its talented cast and top-notch production, reminded us why we continue to reside in, advocate for and appreciate Shaker.

We can't help but notice that there is one common denominator present in all that make Shaker so great: the students, teachers and parents that make it all possible. In short, the community.

Shaker's close-knit and passionate residents have made a concrete and necessary place for themselves within our community. From the volunteers who run concession stands at school performances to the teachers who work hard to meet every need of their students, Shaker is an involved community full of spirited and hard-working people who want nothing more than to continue our reputation of excellence. However, if we discourage these people with top-down administrative choices that limit their voices and involvement in the community, we run the risk of losing the heart and soul of Shaker.

So here is our proposition: do not let the voices of Shaker be silenced. We need to ensure that the students, parents and teachers' needs and concerns are not overshadowed by the administration's -- and government's -- increasingly prevalent influence. We know that change is necessary and can be beneficial, but we can't let the new, disheartening policies obscure the Shaker we entered on the first day of kindergarten.

Speaking as rising high school seniors, we'd like to graduate with a diploma from a Shaker we're proud of.

'RITE AWAY

ON THE WEB

Since the 2013 hiring of Superintendent Gregory C. Hutchings, Jr., teachers and community members have characterized some of his decisions and those of the Board of Education as "corporate." The approach, according to an SHTA open letter, includes overly centralized hiring practices, excessive focus on SLO testing and MYP (while issues such as poor student attendance go unnoticed), and the destruction of collaboration in the teaching environment.

Read full coverage of the SHTA open letter and the responses from Hutchings, the Board of Education and community online at www.shakerite.com.

New This Year

Investigations

Reappearing in The Shakerite for its 86th issue, the Investigations Section will be returning to its former glory. This will now be the home of all long-form stories ranging from the struggles of females in the science field to the controversial practices of weight maintenance for wrestlers.

These investigations require in-depth research and extensive time, making them both informative and thought provoking. The section has previously covered the effects of Shaker's school levies and the changes that the Middle Years Program brought to Shaker.

Other past investigations have included a look at the changes made to the Shaker Heights Middle School grading policy and the role homework plays in students' wellbing. The Investigations Editor for the 2015-2016 school year is Ose Arheghan, and the Investigations Reporter is Elena Weingart. Both will be sophomores next year. Their look at teacher morale appears this edition on pages 3-5.

The Buzz

Whether it's a look at the newest iPhone or a review of the biggest blockbuster, there is a lot of coverage to be found in our daily routine.

Teenagers' lives are filled with technology, music, social media, movies, food and more. For that reason, we bring you The Buzz, a new feature section.

Interested in Apple Watch, Google Glass or the newest tech? Or maybe you love recipes, food news and cooking videos?

You might like to sit back and watch a movie or listen to a song (maybe even read a book). Curious about what your classmates think of it? Be sure to check for columns, features, recipes, reviews, videos and more in The Buzz.

The Buzz Editor for the 2015-2016 year is Zachary Nosanchuk. You'll be sure to find appealing coverage in this entirely new section. Pages 20-23.

(The world is a ghetto with big guns and picket signs)
(But it can do what it want whenever it wants I don't mind)
Dreams are reality's peace
Blow steam in the face of the beast
The sky could fall down, the wind could cry now
The strong in me, will still smile
TEDxSHHS

ANDREW BOYLE//THE SHAKERITE

Slam poet Caira Lee ('12) leads the audience in reading the lyrics of rapper Kenderick Lamar's 2014 song at TEDxSHHS.

High School's Future in Flux as Teacher Morale Drops

With their open letter addressing concerns about district leadership, high school SHTA faculty launch conversation

OSE ARHEGHAN INVESTIGATIONS EDITOR

With the publication of an open letter May 11 detailing their worries, high school teachers have made their low morale public.

Dramatic changes such as the arrival of Common Core and high-stakes tests tied to the new teacher evaluation system have eroded teacher morale nationwide.

"Part of what's bringing the morale of the teachers down is the state-mandated tests because I didn't go through college and get a master's degree so I could stand at the front of a room and watch students take tests," science teacher William Scanlon said. "That's not what I got into teaching for. I love kids, I love being a part of their lives, helping them to learn, helping them to become better people."

However, teachers say that changes unique to Shaker are further damaging their spirits.

On top of all the changes in testing and teacher evaluation policy, Principal Michael Griffith announced April 13 that this would be his final year at Shaker. He will leave the district June 30 to become the head of the Ratner School.

Social studies teacher Tony Cuda said Griffith announcing his departure further depressed teacher morale.

"Our problem has never been with the [high school] administration, because although we might not agree on everything, we have never had a problem with our concerns being met," said Cuda. "So Mr. Griffith leaving has left teacher morale at an all-time low."

On May 11, the high school members of the Shaker Heights Teacher's Association released an open letter to the district, administration, Board of Education and the community, voicing high school teachers' concerns.

The letter highlighted, among other concerns, diminished teacher autonomy.

"One of the most distinguishing characteristics of Shaker Heights High School has been the wide array of unique programs and approaches the school has to offer," the SHTA open letter stated. "This has been due in large part to the intellectual freedom building leaders and teachers have been given to implement and support these programs. Much of this freedom has been sacrificed to district wide reform."

According to The Association of American Educators and The Association for Supervision and Curriculum Development, positive teacher morale and teacher autonomy go hand in hand.

MATT WHITESIDE//THE SHAKERITE

Superintendent Gregory C. Hutchings, Jr. convened a PTO forum May 21 at the high school to address teachers, students and community members' concerns about various adminstrative moves and teacher morale. The forum

> **"I don't know what the reasoning behind us being divided is . . . I hope someone can share it with me."**
>
> **GREGORY C. HUTCHINGS, JR.**

"We work with teachers everyday who are frustrated with the massive transformation occurring in public education," the AAE stated in an article on their website. "AAE recognizes that teachers absolutely need to be part of the conversation as we reform a system that works for students, communities and teachers."

"Likewise, multiple voices, especially department chairpersons, have been relied upon to find and recommend candidates for open and specialized teaching positions within the High School," the SHTA letter continues. The SHTA contends that this is no longer the case.

Social studies teacher Amanda Ahrens said teacher opinion isn't being valued the way it should be.

"There seems to be conflicting initiatives that are causing unnecessary amounts of work, and as a staff we don't feel like our voice is being heard," said Ahrens. "Maybe the decisions being made by the administration are not in the best interest of everyone, students and teachers."

At a May 21 forum sponsored by the Shaker Parent Teacher Organization, Superintendent Gregory C. Hutchings, Jr., faced pointed questions from parents about teacher morale. The event attracted about 200 community members.

"I don't know what the reasoning behind us being divided is, I really don't and I'm hoping I can figure it out. I hope someone can share it with me," Hutchings said.

Morale, however, isn't just a Shaker issue, nor is it a new topic of concern.

In 2010, Dayton Principal Dan Weckstein submitted a question to the Association for Supervision and Curriculum Development -- an education advocacy group that includes administrators, teachers and professors -- asking how to raise faculty morale.

"The reality of the upcoming challenges is setting in, and many are feeling over-

whelmed," he wrote. "The result? Morale is down in the dumps. What can we do to improve staff morale?"

In a follow-up phone interview with The Shakerite, Weckstein emphasized the importance of positive teacher morale in the workplace and how it affects the student-teacher dynamic.

"[Teacher morale] is incredibly important. If it's low, high morale with students and parents is harder to achieve," he said. "That's a culture you feel all around the school, and when morale is low, that's a bad feeling. When it's high, that culture extends across the board."

The SHTA letter echoes that point.

"We are the most dedicated group of professionals that you can imagine and we want the best for our students, our children, our community, and our schools," the letter states.

Superintendent Gregory C. Hutchings, Jr. acknowledged the SHTA's concerns in a response to The Shakerite. He emphasized the need for a collaborative process.

"I believe the Shaker Heights City School District is one of the best in the country and would like for us to continue to provide a high quality education for students as well as ensure all students are engaged in the Shaker experience," he said.

The SHTA open letter also highlights the time teachers now spend on government mandates.

According to the Ohio Department of Education's website, the Student Learning Objectives tests are given twice yearly to students to show their growth.

The ODE website states, "The SLO process reinforces best teaching practices and encourages educators to ensure that their students will be college and career ready."

SHTA members, however, do not concur.

"We have spent inordinate amounts of time and energy on SLOs and on MYP, yet we haven't figured out how to ensure that students attend classes," the letter states.

When school began in August, the administration directed teachers to revise SLO tests that had been previously approved. The process continued until second semester, when administrators directed teachers to revise the growth targets -- scores that teachers predict their students will achieve on the spring SLO test and that are used to determine 50 percent of teachers' evaluations -- after post-tests were already given.

"New initiatives [implemented] by the state don't seem in line with the best interest of students," an anonymous teacher said. "With all the testing and the SLOs, there's a lot of data that the state needs that doesn't really highlight our teaching. Also, our school is moving towards MYP, which is in opposition in a sense to what the state is doing, so there seems to be a lot of conflicting initiatives that are causing a lot of unnecessary amounts of work."

"Watching [students] take tests does not contribute toward me helping them become better people at all," Scanlon said. "I'm sick of it, I'm really sick of it. I'm really disgusted with what the people in our state government have forced upon [students] it's not right. It's ugly and [I] can't stand it."

MATT WHITESIDE//THE SHAKERITE

Shaker community members listen as Dr. Gregory C. Hutchings, Jr. responds to a question at the PTO-sponsored forum discussion May 21 in the high school's upper cafeteria. About 200 people attended the event. Questions about teacher morale were among those posed.

"It seems clear to me that teachers feel that they are not being allowed to teach as they see fit, and that many of reasons for which they started teaching are starting to fade."

DAVID CARTER

Departing faculty reflect on their Shaker time .
Spotlight, pages 14-15.

Teachers also explained that SLO planning has taken up much of their Tuesday morning teacher based team planning time, which means more meetings are required to plan curriculum and instrution. These additional meetings are typically scheduled during conference periods, taking teacher-student time away.

Tony Cuda

"Some of [the cause for low teacher morale] seems to be due to seemingly unnecessary tasks in our TBTs [such as] focusing on the SLOs instead of MYP and unit building," said social studies teacher Todd Torrence.

"The amount of time is spent on the SLOs and the amount of time testing -- End of Year exams and PARCC tests for example -- so I have anywhere from three weeks to a month's material that I used to teach, that I am not able to teach now," Torrence said.

Cleveland Heights Teachers' Union president and math teacher Ari Klein believes that teacher morale is dropping due to government demands.

"Morale has taken a nosedive in the last few years, mostly based on state and federal mandates. Specifically, teachers have stated across grade levels that the amount of instructional time lost for testing has hurt their students," he said. "Generally speaking teachers want to do a good job, so it is difficult to reconcile this with these mandates that cause disruption to daily schedules and stress on our students."

He also highlighted the effects SLO testing has had on their district.

"SLOs have been mandated for most teachers to use to show student growth. We do not believe that how much a student grows can tell you 50 percent about a teacher's value [50 percent of the teacher's evaluation]," he said. "Unfortunately, the amount of time spent trying to figure out how to do an SLO, time to develop an appropriate tool to measure this growth, and then the time spent grading and creating targets with little to no historical data from the assessment created a lot of stress this year."

High school students aren't oblivious to their teachers' morale.

"I think I started to notice it last year," said senior David Carter. "At first I thought it was just an unwillingness to accept change, but after weeks, months and even years of obvious teacher dissatisfaction, I now see it as more than just that. It seems clear to me that teachers feel that they are not being allowed to teach as they see fit, and that many of reasons for which they started teaching are starting to fade."

"Some of my teachers hate the new tests they're giving out," said senior Amia Peeler. "They don't see the point in [them] and think it's wasting time that they could be

doing something important in class."

"[The teachers] think it takes away too much from their teaching time," said sophomore Gloria Ng. "They think [testing] has gone a bit overboard. There's less time in classroom learning and less teacher-student interaction."

Klein said CH-UH teachers are also struggling. "Morale of teachers in our local was very low this year," Klien said. "When the law is set in motion to inhibit us from doing our best, it is demoralizing. If this continues we will be able to see trend data in people leaving the profession [and] working elsewhere."

The concerns with state-mandated testing have not fallen on deaf ears.

On May 15, the Ohio House of Representatives passed a bill that would limit state testing.

"Overall, the bill is expected to reduce testing time by 50 percent while ensuring continued local control over assessments used by schools and districts," the OHR website states. "[House Bill] 74 aims to move Ohio away from a one-size-fits-all approach in favor of a more efficient operation of state assessments for local schools. Additionally, the bill provides a deadline for the completion of the ongoing review of academic content standards."

"During the course of this bill, we have heard from upset parents, stressed out students, and concerned teachers regarding the huge burden of the new standardized tests," state Representative Andrew Brenner stated in the article. "Students shouldn't be spending five months taking tests, and schools don't have the resources the PARCC exams require. This bill moves us one step closer to balancing measuring results with common sense."

"[Testing] alienates the administration and almost forces them to choose a 'side', as though they are two warring states, the teachers and the administration," said Carter. "Overall it serves to make students unsure of the future of their educations and the stability of classes [and] teachers."

The SHTA open letter also addressed the speed with which changes are unfolding.

"We have seen an unprecedented turnover in building administrators and we are losing veteran staff, not only due to changes in the retirement system, but because the rapid pace of change and the lack of teacher and administrative input have driven, and continue to drive, colleagues away," it stated.

"Seeing so many good people who are part of what makes Shaker what it is nervous about their jobs does not bring morale up," Scanlon said.

MATT WHITESIDE//THE

The Shaker Heights Board of Education meeting May 12 was the first after release of the Shaker Heights Teachers' Association's open letter. While no SHTA concerns were raised, Superintendent Gregory C. Hutchings, Jr. invited teachers to attend a roundtable discussion, which will be held July 2.

"There seems to be conflicting initiatives that are causing unnecessary amounts of work, and as a staff we don't feel like our voice is being heard."

AMANDA AHRENS

The new SHHS principal must strive to make teachers' lives easier. **The 'Rite Idea, page 9.**

This feeling of unease increased after Lomond kindergarten teacher Cathleen Grieshop faced the prospect of job loss after one of her students left the building during the school day.

"The attempt to terminate Cathy Grieshop's contract was viewed by the staff as an attack on teachers, said Scanlon. "It still has not been fully explained and has left the teachers feeling very uneasy about their jobs in the district."

A high school teacher said former Superintendent Mark Freeman was so supportive of teachers that he drove to Columbus to defend Shaker teachers in the few instances when the state board of education was considering revoking their teaching licenses. The teacher, who would not speak on the record out of fear of losing his job, said Hutchings has taken a completely different approach.

Carter fears that if things continue as they are now, staff will continue to leave.

"I think [low teacher morale] will undoubtedly lead to the loss of long-standing and incredibly talented teachers," said Carter. "If word of instability grows too prominent, I think it could definitely dissuade teachers and families alike from coming to Shaker."

Investigations reporter Elena Weingart contributed reporting.

A COMMON WORD, A CONFUSING ORIGIN

When reporting this story, we started by asking people what **morale** is, and it soon became clear that although people use this word freely, it's not easy to define, and they don't necessarily connect it to **its root -- moral.**

The Online Etymology Dictionary **traces morale to its French roots** as far back as 1752, when the word meant **"moral principles or practice"** and came from the French word *morale,* which means "morality, good conduct." The online dictionary also includes **an 1831 use of morale to mean "confidence,"** especially in a military sense.

According to etymonline, this change in meaning -- **from good conduct to confidence** -- resulted from from **English confusion of two similar French words** -- la morale (or morality) and le moral (or temperament). Today, the Mirriam-Webster online dictionary offers three definitions of *morale.* The first is **"moral principles, teachings or conduct."**

When our sources spoke of *morale,* they usually meant one or more of the word's two other contemporary senses: "the mental and emotional condition (as of **enthusiasm, confidence, or loyalty**) of **an individual or group with regard to the function or tasks at hand**; or "the level of individual **psychological well-being** based on such factors as **a sense of purpose and confidence in the future**." When science teacher and SHTA Treasurer Bill Scanlon said, "I'm really disgusted with what the people in our state government have forced upon [students], " "I'm sick of it" and "It's ugly, and [I] can't stand it," he seemed to use all three meanings of *morale.* He objected to the moral principles behind state-mandated testing, he expressed little confidence or enthusiasm for the state mandates, and he indicated that these mandates undermine his temperament.

15 Years Later, the Search Resumes

Although significant time separates Shaker's recent principal searches, community input remains consistent but includes some key differences

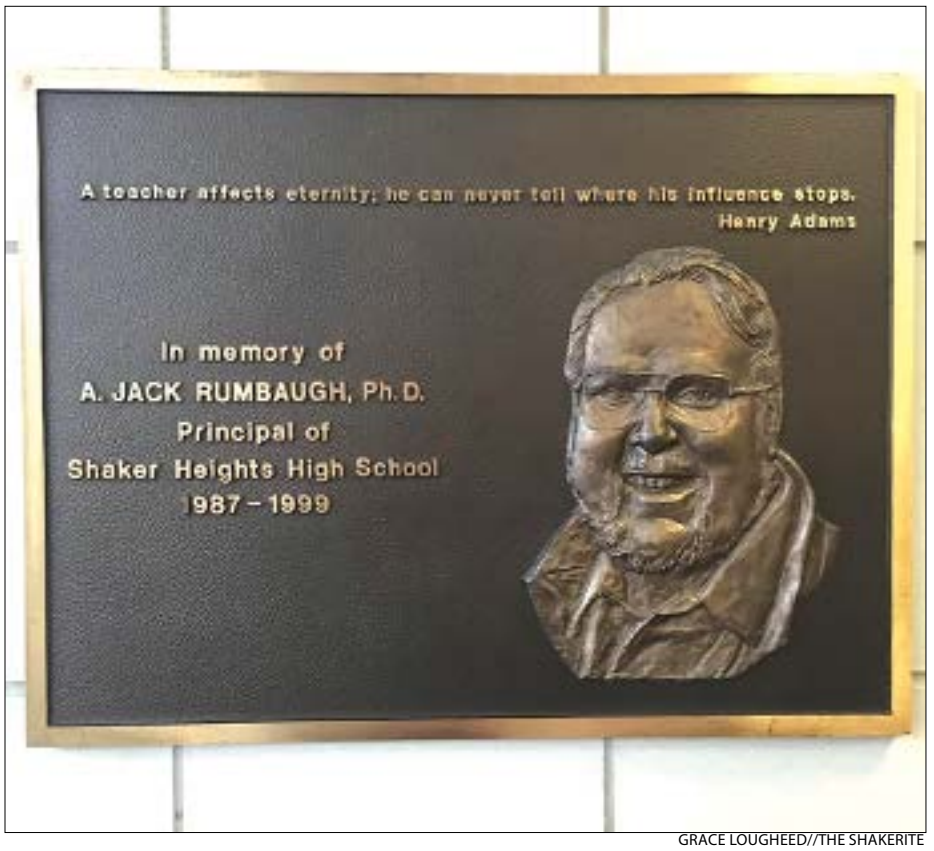
YASMINE KAYALI AND GRACE LOUGHEED
CAMPUS AND CITY EDITORS

The last search for a new principal occurred 15 years ago when Griffith was hired after the death of Principal Jack Rumbaugh. Though Griffith did not come to the position through the search firm's efforts, a leadership profile report was compiled, just as it was last month to begin the search for Griffith's replacement. In both cases, community members, parents and students offered suggestions to the search consultants, who then compiled a list of attributes stakeholders wished to see in the new principal. A comparison of the 2000 and current leadership profiles reveals significant similarities. Certain issues and concerns from 15 years ago remain today, along with some desired attributes of a principal.

Some issues the community believes remain are the racial achievement gap and evident segregation among groups in the school, such as sports teams and within the cafeteria. Both the 2000 and 2015 reports emphasized a need for a leader who is highly visible and has a deep understanding of Shaker's diversity and history.

Griffith said the current report emphasizes personal traits. "It seems like the [2015-2016 leadership report] is far more focused on the characteristics of the person. There's a lot more about collaborating, a lot more about team building and offering staff and professionals room for independence yet, with some accountability . . . The one today is really more about the human side of the person that is the leader."

"If you look at [HYA's] description of what they're looking for in a principal, I will be honest and say that it defines who I try to be but, is it ever really possible to be that? That person who got described could almost levitate. If I were even close to that, I'd be ecstatic," said Griffith.


A teacher affects eternity; he can never tell where his influence stops.
Henry Adams
In memory of
A. JACK RUMBAUGH, Ph.D.
Principal of
Shaker Heights High School
1987 – 1999

GRACE LOUGHEED//THE SHAKERITE

Located in the front entrance of the high school, this plaque commemorates the late Principal Jack Rumbaugh. A national search for a new principal ensued after Rumbaugh's death in 1999.

Thoughts About Good Principals Reflect Changes

A look at the 2000 and 2015 principal leadership profiles from from the meetings between parents, students, staff and other community members reveals interesting consistencies and differences. The meetings followed the same structure, in which the audience shared the strengths of the high school, concerns and issues and desired charcteristcs of the new principal.

YASMINE KAYALI AND GRACE LOUGHEED CAMPUS AND CITY EDITORS

Strengths

2000

- 16 AP Courses
- Autonomy provided to principal
- Good relationship with teacher's union
- Minority Achievement Committee
- Shaker Heights is a great family oriented community; good housing stock at a relatively reasonable cost.

2015

- Shaker's reputation for academic excellence
- Visual and performing arts
- Global opportunities for students
- Teachers reported a strong sense of camaraderie and support for their individual departments and courses

Concerns/Issues

2000

- Number of 9th graders not passing
- Biased disciplinary practices
- College Prep level of rigor too low
- Need to increase technology
- Absence and tardy rate of students
- "White flight" from College Prep classes into Honors and AP classes

2015

- Fear and mourning of teaching staff. Teachers interviewed expressed many fears; loss of autonomy, forced to adapt new directions, change and turnover of administrative staff.
- Parents were often singled out by staff and students as being overbearing and too influential and at the same time given preferential treatment. Other parents felt their voices were ignored based upon race or income level.
- Amount of standardized testing

Desired Characteristics

2000

- Someone who assures the safety of students and staff
- Someone with the ability to diminish the focus on competition
- Respect for diversity including sexual orientation
- Experience as a teacher
- Someone who is not interested in maintaining the status quo
- Ability to remain calm when the sweat builds up under the collar

2015

- Builder of trust and teams
- Someone with a student focus
- Embraces and understands the nuances of leading a high school with IB, AP and a wide spectrum of academic and extracurricular offerings

Whoever You Are, Students Wish You Luck

At the peak of the hunt for Shaker Heights High School's new principal, students offer advice for the incoming leader

YASMINE KAYALI AND GRACE LOUGHEED
CAMPUS AND CITY EDITORS

MATT WHITESIDE//THE SHAKERITE

Principal Michael Griffith helps conduct a piece at the Ice Cream Social. The concert was held in the high school's north gym May 5.

Students' verdicts are clear: they have high expectations for their new leader.

Hazard, Young, Attea and Associates, the company chosen to assist in the selection of the new principal, provided an online principal profile survey to collect information about what the community wanted most in the new principal. Among the 378 people who took the survey, there were seven administrators, 73 community members, 156 parents, 61 students and 81 teachers.

The top-rated characteristic selected for a principal was to be accessible to students, staff and parents. They should also create a safe and orderly school environment, maintain a positive school culture by treating everyone fairly, equitably and with dignity and respect, and foster a positive professional climate of mutual trust and respect among faculty.

"I think that our next principal needs to be someone who can motivate and inspire students," said freshman Rachel Podl. "They should be someone who can handle anything that's thrown at them in the appropriate manner. Our next principal should be someone we look up to and respect, and someone who can lead our school."

Students also shared single sentences of advice for their soon-to-be principal. Many emphasized the importance of the principal's ability to create personal connections with students.

"One piece of advice is to gain chemistry with all the students and teachers," junior Malik Hayes said.

Junior Jonah Ricanati said the new leader should take time to learn about Shaker. "One piece of advice I have to the new principal is to stay in touch with students and teachers. I hope our new principal takes the time to talk to students and teachers in order to better understand who we are as a school and as a district. This is important when leading a school," Ricanati said.

"Just get through the first year of transition," freshman Cielle Brady said.

"Be flexible," advised junior Riley Murray.

Along with advice, students also identified what issues the next principal should address within the high school.

"I think one of the biggest problems in our school is discipline and how the attendance office never has any assistant principals in there. It's really important to have people in there to deal with the issues that are happening throughout the day. I think the principal should work on that and getting the students to really understand what they did and learn how to do better and not continue to make the same mistakes," Murray said.

"One issue I think the principal should address is the achievement gap between black and white students," said Ricanati.

"The one thing [the principal] should address is bullying because I see it going on too much," said Hayes.

"I think the most important problem the principal should address is the amount of Common Core and standardized testing. It needs to be reduced by a lot," said Brady.

Freshman Hana Flamm agreed, "Definitely -- although they might not have as much control as we would hope, the standardized testing system and the problems that come along with that [need to be addressed]."

The students primarily expressed the concerns and excitement of having a new principal.

"I would just be worried that things would change a lot. I think that it's fine how it is now," said sophomore Amelia Gingeras.

"I am worried about the new principal changing maybe too much of the school system or the way the high school runs. For example, excessive walk-in observations or having to recite 'daily learning objectives' every day," said Brady.

"I am excited for someone with a new perspective and a new vision for the building. This person will have a unique opportunity to shape the way people work and learn, and I'm excited to see how they will do this."

JONAH RICANATI

"I'm worried that the principal won't understand how to deal with the issues in Shaker and I'm worried that getting a new principal will further mess up the testing system," said Flamm.

"I'm worried if he or she is going to change too many things for the worse and mess up the tradition," said Hayes.

Ricanati expressed some excitement, "I am excited for someone with a new perspective and a new vision for the building. This person will have a unique opportunity to shape the way people work and learn, and I'm excited to see how they will do this."

Junior Abbey Bugenske said she is excited for "a new face in the building."

"The fact that we can get some new ideas," said Murray,"I think it's good to get new ideas and somebody who can bring a new approach to the problems we face because after awhile, it's just the same people thinking about the same things. It's good to get someone new to look at it with a new perspective."

Along with the departure of a strong principal comes students' high expectations for the next. In the midst of all these words of advice, freshman Brandon Brown put it simply, "Good luck."

What Does Our Principal Actually Do?

MATT WHITESIDE//THE SHAKERITE

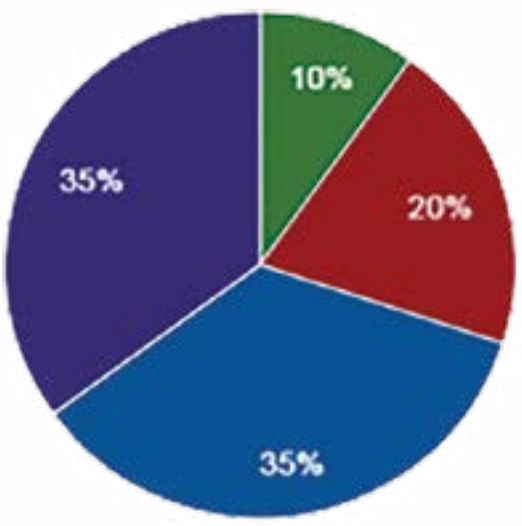
Although not visible, Principal Michael Griffith's desk lies beneath stacks of documents that attest to the significant responsibilites that accompany the position and will greet Griffith's replacement once hired.

The job of a principal is more than meets the eye, requiring a balance of diverse respsonsibilties and expectations

YASMINE KAYALI AND GRACE LOUGHEED CAMPUS AND CITY EDITORS

Despite common belief among students, the principal can't control parking or the amount of state testing. The specifics of the principal's job go further than visible changes within the building. The principal oversees finances, community engagement, educational environments and staff management for starters. The pie chart shows Principal Michael Griffith's assessment of how these four responsibilties occupy his days.

A PRINCIPAL'S DAILY RESPONSIBILITIES



Financial Responsibilities and Management
Community Outreach and Visibility
Educational and Instructional Responsibilities
Staff Managementand Leadership

Financial Responsibilities and Management

These include money management and controlling costs for school spending.

- Administers school budgets
- Approves purchases of supplies and equipment
- Encourages program innovations by implementing funded proposals

Community Outreach and Visibility

This is the social aspect of the principal's job; he attends and advises community meetings and organizations and interacts with members.

- Encourages parent organizations
- Serves as an information resource. Keeps stakeholders informed about emerging issues.

Educational and Instructional Responsibilities

Includes the supervision of students, state-mandated testing and the general well being and growth of students.

- Identifies solutions to address opportunity gaps
- Sustains an effective and positive learning environment that promotes academic excellence
- Oversees student testing programs Upholds student conduct code

Staff Management and Leadership

Includes the responsibility of hiring, developing and managing staff.

- Maintains an environment of mutual trust and respect among faculty, staff and administration
- Understands and applies the Ohio Teacher Evaluation System
- Participates in staff selection
- Provides staff leadership and development

A Word of Advice to the New Boss

CHARNA KATZ//THE SHAKERITE

You won't replace Mike Griffith, but you should strive to match his commitment to students and staff

THE EDITORIAL BOARD

Dear Future Principal,

Welcome to Shaker Heights High School. We're thrilled to have you. As we're sure you already know, Shaker is a unique community brimming with diverse and passionate people -- the high school being no exception. With 32 seniors named Semifinalists and Commended Students in the National Merit and Achievement Scholarship Programs this year, a 407-student strong marching band and a state-championship field hockey team, it's safe to say that our high school offers something for just about everyone. Curious and eager students paired with hardworking staff who make it all possible are what define our traditions of academic, artistic, musical and athletic excellence. We're excited to see what you bring to your new gratifying -- but overwhelming-- position.

'Rite Idea

Clearly, you have some pretty big shoes to fill. Principal Michael Griffith is beloved by many, and there is no doubt that we'll miss him like a middle schooler misses recess. That being said, we welcome you into the Shaker community and are eager to get to know you as both an administrator and a person. However, there are a few things we'd like you to keep in mind as you enter this new position.

First and foremost, note the astounding variety in our high school courses. Shaker is home to the International Baccalaureate Middle Years and Diploma Programmes and 22 Advanced Placement classes. However, more uniquely, our high school offers electives such as Greek, Film As Art and Criminology, to name only a few -- classes that are hard to come by at other schools.

It is vital to teachers and students alike that these classes remain among the course offerings at the high school. Both teachers and students are worried about electives in light of budget concerns addressed by Superintendent Gregory C. Hutchings, Jr. in 2014. Hutchings' contract rewards him with salary bonuses for trimming the budget; elective classes with fewer students enrolled would logically be among the first targets, and he in fact reviewed the high school's elective enrollments last spring. With fewer electives to teach, the faculty can continue to shrink by retirements and resignations, further reducing the budget.

We cannot let this happen. There's more to our students than trigonometry and Shakespeare. Elective courses should not be diminished or belittled. Otherwise, we begin to lose our identity as a school that values talents outside of core subjects. That's not who we are and--we hope--never who we will be. We hope you will defend our electives against efforts to cut costs.

Secondly, it's important to remember that students should always come first. We know that parents and community members are very passionate in their ideals. We know that the state will continue to pile on mandatory testing. We know that there will be many outside -- and inside -- forces telling you what they think is best. But at the end of the day, please keep in mind that here at the high school, the needs of the students have always came first, and always should.

Gain the trust of your students. High school students want a superior they can relate to and respect, not a superior they fear. Griffith was always approachable and understanding.

Elective courses should not be diminished or belittled. Otherwise, we begin to lose our identity as a school that values talents outside of core subjects.

He connected with students by participating in school events such as being duct taped to the cafeteria wall for charity in 2013 and making his theatrical debut in the high school's production of "Wonderful Town" in 2011. When he arrived at Shaker 15 years ago, he inherited a tradition of senior pranks that had escalated to cruelty, with seniors -- and other students -- assaulting classes with water balloons, endangering students and staff in stairwells, abusing animals and detonating fireworks in the building. Rather than shut down pranks in a show of administrative power, Griffith worked with students to establish a process for approving students' prank ideas. The practice has since restored sanity and safety to the final weeks of school.

In addition to the students, earn the respect of the high school staff. Recently, teacher morale has been sagging, as publicly documented in the SHTA's open letter of May 11. Although it wasn't always obvious, Griffith strived to make his staff's lives a little easier in light of district and state-mandated changes seizing the high school. Griffith, a former math teacher, even spent hours creating software to aid teachers in collecting Student Learning Objective test data and analyzing it to determine how much, for instance, a physical education student "grew" in a school year.

Ensure that you're making high school teachers' lives easier, rather than harder. Our staff is the foundation of our excellence, and we cannot afford to lose them.

We wish you luck. We'll be watching.

Plummeting Morale Demands Change

ANDREW BOYLE //THE SHAKERITE

High school teachers' frustration with mandates, from above and within, must be relieved to preserve Shaker's appeal to new generations

THE EDITORIAL BOARD

If teachers' frustration this year wasn't already obvious, they spelled it out loud and clear in the Shaker Heights Teachers' Association open letter, published May 11 on the SHTA's website by the association's high school members.

The letter was addressed to the "Shaker Heights City School Board, Central Administration, And Community."

'Rite Idea

It comprised five areas of concern about the high school: an increase in the micromanagement of teachers, a decrease in teacher autonomy, rash changes in policy, a lack of teacher input and a lack of response from the administration to calls for change.

According to SHTA President and high school English teacher Dr. John Morris, there are 136 high school teachers actively involved in the SHTA and nine who are not association members.

Morris confirmed that "over 98 percent of those members sanctioned and supported this letter."

This astounding consensus came as no surprise after the year Shaker has spent combating overtesting, complicated policy changes involving grading scales and common core requirements and overall miscommunication about these policy changes between administration and high school faculty.

With the recent introduction of time-consuming, or may we say, time-wasting, Partnership for Assessment of Readiness for College and Careers testing and a year-long struggle to follow conflicting administrative directives about SLO tests, teachers were left with heads spinning and spirits plummeting as the year dragged on.

This general feeling of stress and pessimism can and has affected not only teachers, but also students.

We've all seen at least one of our teachers come into the classroom distressed on a Tuesday morning after their Teacher Based Team meetings, where even more new and overwhelming testing and data collection requirements were hurled at them.

The administration begins the process by handing down frustrating policies to the teachers, who then disgruntledly implement them in the classroom, disheartening the students who respond poorly. This doomed cycle has proved detrimental to teachers' health and morale throughout the course of this year; the open letter can attest to that.

If we want to uphold the excellence that the Shaker Heights community and school system connotes, we must be mindful of--and respond accordingly to--the issues that arise among students, teachers and community members.

The Board of Education is working on setting a date for a roundtable discussion about the open letter. As of now, July 1 is the most likely date for the forum.

However, making an appointment to have a discussion seven weeks later on the Wednesday before a holiday weekend is one thing, and actually making an immediate attempt to fix pressing issues is another.

The new lows in teacher morale are only reflective of the general distress within the high school population. Roundtable discussion or not, these issues require major attention and change.

What has teachers feeling so low? **Investigations, pages 3-5**

Perhaps the BOE and central administration should hold monthly forums to get feedback and address concerns from teachers and parents. Or they could survey teachers sincerely on new policies they're considering, such as unusual grading practices or common assessments. Maybe the district could eliminate one or more optional standardized test from the long, dreary K-12 list. Something must be done to mend the apparent divide, which one parent asked Superintendent Gregory C. Hutchings, Jr. about at the May 21 PTO meeting, between the administration and faculty before it becomes irreparable.

If we continue on this track, Shaker will lose credibility and appeal to prospective employees and residents. The direction we are heading in is upsetting to teachers, students and community members alike. The new lows in teacher morale are only reflective of the general distress within the high school population. Roundtable discussion or not, these issues require immediate attention and change.

It's true what they say; there really is no place like Shaker. We've always welcomed returning alumni to our unique community as a new generation of teachers or parents. There is even a senior superlative titled "forever a Shaker resident."

However, if we want to retain second- and third-generation Shaker families, we must ensure that the current generation is compelled to return.

1 **Lena Dunham:** "I think women who reject the term don't know what it means. It's not a concept you reject. If you're a feminist, you believe in equal opportunities." 2 **Aziz Ansari:** "You're a feminist if you go to a Jay Z and Beyoncé concert, and you're not like, 'Mmm, I feel like Beyoncé should get 23 percent less money than Jay Z.'" 3 **Hillary Clinton:** "As long as discrimination and inequities remain so commonplace everywhere in the world, as long as girls and women are valued less, fed less, fed last, overworked, underpaid, not schooled, subjected to violence in and outside their homes -- the potential of the human family to create a peaceful, prosperous world will not be realized." 4 **Beyoncé:** "Men and women balance each other out, and we have to get to a point where we are comfortable with appreciating each other." Photos: nbc.com, azizansari.com, hillaryclinton.com, Sony BMG

JESSICA MORFORD//THE SHAKERITE

Don't Fear Feminists: Accept, Embrace and Join Their Movement

Emily Montenegro
Opinion Editor

I am a feminist because I believe in the social, political and economic equality of the sexes. I don't hate men. I am not crazy. I am a feminist because I am human, and I wish to be treated as such. I am an equal, but not in the world's eyes. Not yet.

Half of Americans get paid 77 cents for every dollar the other half earns. It took half of us 144 years to earn the right to vote for our own country's government.

Thirty-two years later, both halves could finally march side by side in our country's military.

It was only five years ago that President Obama signed the Affordable Care Act, marking the first time in history that insurance companies couldn't charge half of America more than the other, based on their chromosomes.

If you are born with a Y chromosome, you probably won't be subject to cat calls when you walk down the street.

You won't be married off to a strange, older man when you're only a child and won't be violently punished for having an insufficient marriage dowry. You won't be called bossy, you'll be respected. You can write love songs without being labeled a crazy, flimsy mess. Your dress code will be less restrictive. You can wear as little clothing as you wish, without fear of being sexually harassed. You won't be expected to stay at home and raise children. You will be free.

I want all of the above to be the same for those with two X chromosomes.

If feminism means the end of a disgustingly degrading era, then by all means, cue the dramatic music and roll the credits.

Instead, women are expected to let men pay for dinner, open doors, ride in on a white horse and conquer the castle. They are born into a world where they should wear skirts at appropriate lengths, shave their legs, stay in the kitchen, put on makeup -- but not too much -- breastfeed, aspire to marriage, learn to walk in heels and keep quiet.

I think I can safely speak for all of us when I say that we are done playing along.

Do not fear feminism.

It's not a scary concept. If you believe that any human being with oxygen in their lungs and blood coursing through their veins should have the same rights and expectations, then we're on the same page.

No, this won't be easy, but neither will it include tearing men off their pedestals and

FEMINISM

Page 11

Emma Watson: "You're not gonna get rid of me until I get to see an equal number of female prime ministers and presidents and CEOs, and more men that feel like it's okay to express how they really feel about things." Photo: Emma Watson Facebook

throwing some ladies up there, just because we need some diversity.

It doesn't mean chivalry should die or dresses should burn. It means the end of doing things "like a girl", asking female celebrities more domestic-based questions than their equally famous husbands and objectifying women as war prizes.

If feminism means the end of a disgustingly degrading era, then by all means, cue the dramatic music and roll the credits.

It's been said that history repeats itself. People vocalize against the injustices done to them: Indians under British rule, black Americans before the Civil Rights Movement and now women across the world. Hillary Clinton travels the globe delivering powerful speeches to massive crowds on horrific human rights violations committed against females.

Celebrities such as Taylor Swift fight the constant judgement they receive behind the scenes. Malala Yousafzai, a Pakistani female education activist, wrote an anonymous diary speaking against the Taliban's atrocities when she was eleven, leading to a bullet in the head when she was fourteen and a Nobel Peace Prize at age seventeen. This is only a handful of the powerful, fierce women taking a stand against the weight of inequality.

Women haven't always received as much action as they demand now. Before the push for equal gender rights was such a popular subject, it was treated as society's mosquito bite.

The world was aware of its irritating presence, and would succumb to clawing at it then and again.

The bite throbbed?

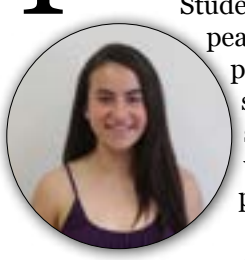
The United States slapped an equal suffrage amendment Band-Aid on it. Today, the urge to itch has become an overwhelming need.

As everyday people scratch society's surface, celebrities pull out the Aloe Vera and politicians grab the bug spray, our world is even closer to healing our own wounds.

Summer's Fun Fading Away

CAMP NICOLET

Ever more pressure to boost resumés robs students of lazy, rejuvenating days



Lily Roth
Opinion Editor

Temperatures are rising, and so is the pressure to determine your future over summer break.

Students once relished summers of peaking excitement, elevated temperatures and increasing bathing suit costs. But more and more students' summers are instead devoted to working, interning and providing service abroad.

When I started reporting for this article, I felt disgusted. Confronting what's become of summers made my stomach drop. As a longtime camper, my summers embody the best days of my life. In the serene woods of northern Wisconsin where the water is blue and fresh, the sunshine pure and the smiles authentic, happiness prevails. I admit that to non-campers, stories about camp experiences sound overrated and dull. But for me, camp is anything but dull. When I think of the happiest place on Earth, I think of camp.

Surrounded by thick green forest on all sides except the lake, it's a peaceful place. Camp allows us to wash off the school year stress and anxiety, embrace summer spirit, and just relax. Camp Nicolet is a girl's camp, which for many relieves the stress of having boys around all day.We are encouraged to be our best selves, but I believe this comes naturally at camp.

With greasy hair, dirty shorts and wet shoes, we march from activity to activity, content to be in the company of others like us. Because cabin mates spend 24 hours a day together for six weeks, we subconsciously grow closer and closer each day. Through

secrets and non-stop laughter, we become comfortable with one another in a sort of sisterhood. Knowing that there are nine girls who support you unconditionally is the greatest feeling in the world, especially when camp provides daunting new opportunities unavailable at home.Camp has taught me how to make friends, how to be a leader, how to win and lose graciously, but most importantly, how to be myself. Without the stress of parents, boys and school, I can truly embrace myself, and teach others to do the same.

Those days are over now. No more lounging by the pool or sleeping in, because today, teenagers are bearing down and using summer to distinguish themselves from thousands of others in the college admissions race and careers.

"It's reaching the point where I'm 15 and I'm starting to gear up to be an adult," said freshman Chad Hamilton, who will work at Hawken Day Camp this summer. A few decades ago, that sentence might never have come from a 15 year old. "I think teens are realizing that at some point, you have to start your life. Getting a job is that first step."

The cutthroat college admissions process underlies the phenomenon of resume-building summers. Internship rates are climbing, and statistics from Millennial Branding, a Gen Y research and management consulting firm, show 77 percent of high school students are either extremely or very interested in volunteering to gain work experience, compared to 63 percent of college students.

"In today's economy, students have to start building their careers in high school in order to better compete in the college admissions process, for college internships and eventually full-time jobs," Dan Schawbel, founder of Millennial Branding, stated.

The pressure to professionalize summer doesn't come from parents as much as it does from peers. It is simply not enough to volunteer during the school year -- everyone is doing that now. "I feel like nowadays everybody works, volunteers or does something like that for their resume, so it doesn't make much of a difference anymore. It's hard to know what colleges are actually looking for and what they find to be important but honestly, I don't know how much summer jobs actually helped me for the application process," said Isabel Haber, a senior.

"During the school year, most people are taking AP, IB or Honors-level classes, which makes it hard to stand out. Usually you'll have to have something extra that's not just those types of classes," freshman Honor Zetzer said. It seems unimaginable that spending a summer away at camp or just relaxing at home is frowned upon because it's not "proactive".

"If kids haven't filled their summers, there's almost the perception that they're lazy or don't want to do things, and there's negative connotation, but I feel like the reason we have summer is to relax, so it's frustrating," junior Helen Yusko said. Summer's lively opportunities remind you that you're not in school and should provoke thoughts of happiness and sunshine. Today, loafing is out as kids look into more serious summer options.

According to The New York Times, college tuition at public universities has risen nearly 25 percent over the past 35 years, and the acceptance rate at each and every college has dropped significantly. "Kids have started to realize how expensive colleges are. That's why we're all getting jobs in the summer, to support our future," said freshman Ellen Meyerhoefer. "All people really talk about these days is what they're doing over the summer to make money for the future." While it may seem like preparing for the future is a wise decision, does it really need to start at such a young age... and in the summer?

Our parents had a very different experience.

"We had more freedom to act without the feeling that every single activity needed to look good for a college application. I don't think the pressure to perform all the time was there," said Shaker parent Anne Flamm.

It's not that our parents didn't work during the summer, it's just that for kids whose families did not rely on them for wages, the purpose of their jobs held less significance. There were no negative consequences for having fun rather than working, and summer jobs did not hold the key to students' futures.

TESSA SHLONSKY

CAMP NICOLET

"It's reaching the point where I'm 15 and I'm starting to gear up to be an adult."

CHAD HAMILTON

"I had a lot of pool time, a lot of outside time, a lot of chill time," said Hallie Stewart, a Shaker parent. "I worked hard, but I played pretty hard, too." This is the essence of summer, a mixture of work and play.

"The amount of stress this process puts on students is horrible," said junior Abbey Bugenske. Every high schooler is well aware of the effects of stress -- irritability, frustration, impulsivity and reduced work efficiency. Our moods range from angry to angsty and include frequent temper tantrums and breakdowns. Now imagine typical teen stress in addition to humid, sticky temperatures and long hours in the office. It makes for a hot mess. Literally.

Instead, students should be experiencing the radiance of childhood summer while it remains. Not necessarily spending all their time loafing by the pool, but sincerely enjoying the "off the cuff" summer children yearn for. We devote too much time worrying about how previous experiences will look on paper rather than actually living them.

"When it gets to the point where people say, 'I'm only doing this because somebody told me I should,' or, 'I'm only doing this because I feel like I have to,' that's when it becomes a problem," Yusko said. It's simple. People should just do things that they enjoy doing. Do what makes you happy."

Now we worry that we are spending too much time at camp, and not enough time studying for college, boosting our resumés. Well, that's too bad. Building your resumé is about showing others what you're passionate about, things that make you happier than anything in the world. And for me, camp is one of those things. Although you aren't earning money, or contributing to a charity, or curing cancer, being a camper has taught me valuable life skills that are simply unattainable at school or during a summer internship.

District faces hiring challenges as employees choose to retire or pursue other paths

SO MANY SHOES TO FILL

BY **EMILY BOARDMAN AND HANNAH KORNBLUT** SPOTLIGHT EDITORS

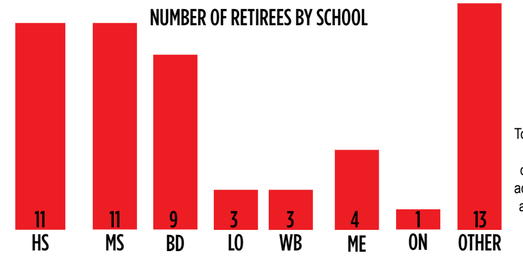
When school resumes Aug. 24, familiar faces will be absent -- and they won't all be from the class of 2015. With retirements reaching previously unknown heights and some teachers and administrators pursuing other paths, the high school will say goodbye to employees from nearly every department when school ends June 10.

Hailing from a wide variety of disciplines and instructional areas, their loss will be felt sorely across the high school and broader Shaker community.

Though these educators prefer to remain behind the scenes, interviewing them brought forth a wealth of emotions and heartfelt responses. All expressed love for their jobs and dedication to the welfare of their students. The Shakerite thanks them for their efforts and wishes them good luck.

AND THIS IS NOT THE HALF OF IT

The eight faculty profiled here represent only some of the high school staff leaving the district with the class of 2015. Health teacher **Hubert McIntryre,** science teacher **Sharron Sankovich** and math teachers **Barbara Arsham** and **Ray Skitzki** and custodian **James Terry** are retiring, and math teacher **Karen Carrico** is relocating. In addition, Principal **Michael Griffith** will become the head of the Ratner School, while Assistant Principal **Frank Wessinger** will retire and Assistant Principal **Ann Spurrier** will depart. Thirteen other employees districtwide will also retire.



MATT WHITESIDE//THE SHAKERITE

JOSEPH HOUSER

After working at Shaker Heights High School for 15 years, social studies teacher Joseph Houser will be retiring, leaving to go travel with his family and enjoy outdoor activities.

"I'm going to really miss my students," said Houser, who has taught African-American History, U.S. History and Sociology.

"I enjoy that Shaker gives the freedom to teach elements of history that sometimes are not really explained in history books," said Houser.

Houser graduated from Walnut Hills High School in Cincinnati, class of '68. He attended Bowling Green State University, where he majored in political science and African-American studies. Houser proceeded to the University of Akron, where he earned his master's degree.

Following college, Houser worked at Maple Heights High School for 10 years before moving to work at Shaker.

"No matter what happens, it's my students that make my day," said Houser. Houser says that working with students has helped him to become more sympathetic, and he understands how students are often times dealing with stressful things outside of school. Houser loves the attitude of his students and will miss getting to see them everyday.

History teacher Tony Cuda describes Houser as being a serious educator, who is always asking questions and trying to improve.

"Mr. Houser always contributes at department meetings and encourages us to think about what we are doing and improve ourselves as educators," Cuda said. "We will miss his wisdom and his smile."

Before leaving, Houser wishes that Shaker could be more integrated. Not only more in diversity, but in all ways of Shaker life.

After leaving Shaker, Houser plans on doing many activities and traveling to different places. He plans on going fishing a lot, and traveling around with his wife. He also hopes to visit his grandchildren in Florida often.

Senior Whitney Tyre said "I will miss his bright smile and his passion for teaching a history that's often overlooked."

MATT WHITESIDE//THE SHAKERITE

SUSAN ISLER

Susan Isler has worked in Shaker Heights for 14 years.

This year Isler will be leaving to open her own private counseling practice.

"I have great pride in having had the opportunity to work in Shaker schools," Isler said. Before working as a guidance counselor in Shaker, Isler worked at Cleveland Heights High School for 20 years in various positions, including social studies. Isler loves Shaker and said, that "there is no other high school that compares."

Isler graduated from Cleveland Heights High School. She attended James Madison College in Michigan State University where she earned her bachelor's degree.

From MSU, Isler proceeded to Boston University where she achieved her degree in counseling.

Shaker has been a very important part in Isler's life. "My husband and I chose to live here, work in the schools and educate our children here," said Isler.

In addition to Shaker being an important part of her life, it has also taught her a lot.

Isler has learned a tremendous amount from her colleagues, her students, and their families.

"We are educating a very diverse group of students, something that similar communities are struggling with throughout the country," Isler said.

Guidance Counselor Eileen Blattner has worked with Isler since 2001. "She's very opinionated in a good way," said Blattner. "In her heart she is all for students."

Blattner would have loved for Isler to be able to remain working at Shaker part time, and is sad to see her go.

Isler says that she is ready for a lifestyle change, and to be able to have the time to do things that she can't do as a full time guidance counselor.

Due to changes in the required time commitment and schedule for guidance counselors, Isler had a decision to make--to stay or go.

"Because I really love working with students, I will be opening a small private college counseling practice," said Isler.

"I am actually really looking forward to it."

MATT WHITESIDE//THE SHAKERITE

ERIK JOHNSON

Ensemble Director Erik Johnson will be leaving Shaker Heights High School after 11 years of teaching, going on to the University of Oregon.

"I am applying for a leave of absence, but I don't know what the future holds." Johnson worked at several different schools and after-school theatre programs while living in New York City before returning to Shaker to teach ensemble.

"The students here are brilliant. They really challenge you," he said.

Johnson graduated from Shaker in 1998, and returned as a teacher in 2004. He attended Yale University where he earned a bachelor's degree in Theatre Studies. He also received a master's degree in teaching from Grand Canyon University.

Johnson worked at an after-school theatre programs in the Bronx and Brooklyn for a couple years, as well as at the alumni office at LaGuardia High School in Manhattan, the Fame school and the arts magnet for New York. Johnson eventually left New York to work in Shaker.

Teaching in Shaker has helped Johnson to experience new things and new ideas.

Johnson is leaving to pursue an MFA in creative writing at the University of Oregon. Johnson is planning on returning to Shaker, however, he doesn't know if he will return as ensemble director or as an English teacher.

"Shaker has helped me become more relaxed," he said.

Johnson was inspired to become an ensemble director by his own teacher James Thornton. As a tribute to his mentor, Johnson is putting together a book filled with all the emails of advice that Thornton had sent him throughout the years.

Playwriting Program Director Christine McBurney says that at first she clashed with Johnson, but they are now friends and he has helped her to become a better collaborator. "He always sees the big picture, even when he's mired in the details," said McBurney.

Johnson hopes to be able to return to teaching in Shaker after finishing college. "I'll miss a lot of things. Maybe everything. Maybe I'll even regret leaving."

MATT WHITESIDE//THE SHAKERITE

PATRICIA LAWRENCE

Following years of checking out books, it's time for Librarian Patricia Lawrence to check herself out of Shaker Heights High School.

After working in Shaker for 30 years, Lawrence will be retiring, leaving with memories to last a lifetime and a second family she found in Shaker.

"I could never work in a place that was homogeneous; it would be so boring," said Lawrence, who worked as a registered nurse for 13 years before coming to Shaker. Lawrence switched from nursing to English because of a deeper love for literature. Lawrence student-taught at Shaker, and worked as a teacher in the English department for 10 years before moving to the library.

"I came in loving literature, and left loving the kids, too," said Lawrence.

Lawrence graduated from Akron City Hospital School of Nursing. While still working as a nurse, Lawrence decided she didn't want to do one thing her whole life, and went back to school to earn a bachelor's degree in English from Ursuline College and a master's degree in English from John Carroll University.

She joined the Shaker Heights English Department in 1986 before going back to school and earning a master's degree in library science from Kent State University in 1994.

Teaching helped to change Lawrence for the better. "I'm more compassionate than I was," said Lawrence. "I see life a little differently now."

Surrounded by a great staff, Lawrence was able to learn and grow. "Working here for 30 years makes it like a second family."

In addition to her stamp on the library, Lawrence also established the bottle-filling water fountain located on the first floor main hallway. She and her husband, Richard, purchased the fountain in 2013 as a way to help students reuse plastic water bottles.

Librarian Laura Daberko has worked with Lawrence for the past five years and loves the dedication and enjoyment Lawrence has for her job.

"What I'll miss about Mrs. Lawrence is that she is straight talker who tells it the way it is," said Daberko. "She never backs down from a challenge."

FIONA PAYNE//THE SHAKERITE

JEFFREY PATTIE

After 41 years of helping to build up a band program and teaching students how to use their passion for music, Jeffrey Pattie is retiring -- for the second time, and this time for good.

"This was my first interview … and I was hired right on the spot," Pattie recalls of his beginning at SHHS in '74. "It's been a special place."

Pattie announced that he was retiring in 2009, but decided to wait. Since then, he's been on a yearly contract. "It's a lot of fun," Pattie said, regarding why he decided not to retire then. "It's like a dream come true."

Pattie works at the high school during first period, assisting the band directors. The rest of the day, he directs the Symphonic Band at the middle school.

Pattie graduated from Shaw High School and received his undergraduate degree from Kent State University.

He later attended Cleveland State University to get his master's degree in music education.

"I come from a musical family," Pattie recalled. "I gained confidence as the years went by. I can do almost anything now," Pattie said. He started out afraid to get up and speak at concerts or to conduct in front of the large audiences, but after more experience, he became more confident.

Under his supervision, the Shaker Heights band program is now one of the biggest in Ohio and is known throughout the world. "It's always about the kids and the music," Pattie said.

Freshman Sophia Solganik will miss Pattie and won't ever forget what he taught her about music. "He is a good teacher because he is both a perfectionist and has an endless supply of patience," said Solganik. "I will miss Mr. Pattie's enthusiasm for teaching. His spirit will be missed by all of the band teachers and students."

However, Pattie isn't done just yet. He hopes to be able to go to smaller schools with struggling music programs and breathe life into them. "It'll be a lifetime full of memories," Pattie said.

Above everything, said Pattie, "always give it your all."

EMILY BOARDMAN//THE SHAKERITE

ELIZABETH PLAUTZ

Starting this fall, Elizabeth Plautz's Mercedes will no longer be seen in the Shaker Heights High School parking lot.

After six years of working at Shaker, Plautz is leaving for New Jersey where she will continue teaching high school students.

"I'll miss it a lot," she said.

Plautz taught several AP and IB level classes during her time here, including AP U.S. History, IB and AP Economics, Contemporary Economics, and Team U.S. History. "The depth of knowledge and breadth of experience the staff has is unparalleled," she said.

Plautz attended high school at Tenafly High School in Tenafly, New Jersey. Plautz graduated from Washington University in St. Louis with an undergraduate degree. She attended graduate school at both Indiana University and Cleveland State University. Plautz worked at Mentor High School for three years, where she taught in the business department which offered a variety of classes. From Mentor, Plautz came to Shaker.

The experience of teaching at Shaker has helped to change Plautz. "I have become more tolerant and patient. Not just with students, but with reactions," she said. Plautz says that she credits Principal Michael Griffith in many ways for this change.

Plautz said she will miss working with Shaker's great staff and the students. "I will miss every 48-minute class period, honestly, because the best thing about being a teacher is working with students," she said.

History teacher Sarah Davis will miss Plautz's intelligence and compassion. "I will miss her advocacy for students, teaching meaningful lessons to students, her organization and her great sense of humor," Davis said.

Plautz has helped Davis to incorporate more economic lessons into her teaching, and has helped create the Faculty Senate as a strong voice for teacher issues within the building. Davis has learned from Plautz that life is full of reinvention and discovery.

Plautz will teach at a private school in New Jersey. There she will teach Economics and U.S. History, as she did in Shaker.

MATT WHITESIDE//THE SHAKERITE

ROBERT SCHNEIDER

Following 26 years of directing students and helping them find their voice, Doctor Robert Schneider will retire.

"Teaching is not a 9-5 job. It's a profession that enriches your entire life," Schneider taught five years at Memorial Junior High in the South Euclid school district, before making his way to Shaker, where he has taught at both the high school and middle school.

"It's a wonderful profession, and there are many new changes and challenges coming to teachers, but they should try to get past that and celebrate working with talented kids."

Schneider graduated from Baldwin Wallace College with a bachelor's degree in music and then proceeded to Northwestern University where he earned a master's in music. Schneider additionally achieved a doctorate in music from The Cleveland Institute of Music.

Schneider has always taught choir; he loves singing and working with students. Schneider enjoys teaching in a community like Shaker that supports and values music and the arts.

In 1998, a publicist invited Schneider and his students to sing at Blossom Music Center with Shania Twain. Schneider, who unfamiliar with the popular country singer, famously said, "Shania who?"

Orchestra teacher Donna Jelen will miss Schneider's calming presence. "Doc epitomizes what is great about Shaker teachers," Jelen said. She said Schneider is very humble, despite holding prestigious positions in several of Cleveland's top arts organizations, but is also very low-key about it. "I aspire to be like Doc in just about every way."

Junior Carolyn Sindelar will miss Schneider and his interactive and inclusive ideas. "Doc Schneider has the brightest personality that I know, he's an amazing teacher because he's always enthusiastic towards everything he does," Sindelar said. "Doc Schneider's legacy will never die."

"It's been the highlight and focus of my life, my career," Schneider said, who will miss being around young people every day and the talented student body of Shaker.

MATT WHITESIDE//THE SHAKERITE

ROBERT WHITE

Latin teacher Robert White is an all-around Shaker person, having graduated, met his wife, sent his children through the system and taught in Shaker.

White has worked in the district for 36 years. This year he will retire and take his zesty sense of humor with him.

"As you get older and crankier you're really not flustered by too much," White said. White graduated from Shaker Heights High School in 1973. Inspired by his own teachers, he taught Greek, math and Latin in Shaker, starting out as a student teacher at the junior high school, which is now Woodbury Elementary.

White graduated from Case Western Reserve University in '79 with a bachelor's degree in classics. White then returned home to Shaker, where he taught as a student teacher for a few years before going to John Carroll University to earn a master's degree in classics.

White has only ever taught in the Shaker school system. It is also the place where he met his wife, math teacher Lori White, which he said is one of his favorite things about his experience at Shaker.

"I've learned a lot on this job," said White. White became close with the teachers within his department, while not getting to meet many of the teachers outside language and math.

"I think there are science teachers here. I've heard rumors about that," he said.

Something not commonly know about White is that he appeared on Jeopardy in February of 1987. "Overall, it was a great experience -- except for the 'losing' part," he said.

Freshman Olivia Graham said she will miss White's jokes and wishes he could continue teaching for the rest of her high school career. "He has given us a lot of advice in life, most likely unknowingly," Graham said.

"His class was really fun and interesting."

Thanks to Shaker, White has been able to develop professionally and accumulated many great experiences. White believes students and teachers should do things that help take them out of the school system and gain more experiences.

Vegetables Rule!

Onaway Elementary School students defy expectations by embracing cauliflower, radicchio and jicama at the 'Offering Bar'

ZACHARY NOSANCHUK THE BUZZ EDITOR

Everyone knows the common dinnertime phrase 'Eat your vegetables!'. For years, parents have forced their kids to eat these often despised foods.

Now, concerned parents of Onaway Elementary School students Stacey Hren and Jenny Steadman are working to change that phrase and problem through school lunch.

"We talked with [Amy Davis, the Onaway principal] last summer and we asked her if we could reimagine lunch at Onaway from the ground up, just a total overhaul," Hren said.

Steady support of the program comes from Davis and the AVI director, Amanda Schindley. AVI is the company that Shaker uses to supply, cook, and organize food for school lunches and breakfasts.

But it's not just lunch for Steadman and Hren. They imagined focusing on three areas — food, waste and education — through partnerships, grants and pure volunteering. A new salad bar unit was installed at Onaway Elementary School, called the Offering Bar, according to Schindley. The purpose is for students who typically eat lunch-- and others, anyone with the minimal $1 fee is welcome — to be able to try new vegetables and create a salad.

"A lot of this has been coming from students at Onaway, who are ingrained in [International Baccalaureate] culture and want to affect positive change," Hren said. "We were hearing from students that the lunchroom environment could be more positive, that they would like choices, that they would like to more responsibly handle the waste they were generating."

Popularity has undeniably grown for the new program, especially the Offering Bar. "The first two days we opened the salad bar, we ran out of vegetables and had to call for backup vegetables both days. The favorite vegetable, hands down, at Onaway is broccoli, which has been a big surprise," said Hren.

In order to give students input on the lunch menu, a lunch taste test program was initiated with Onaway third graders. Each class created a menu item, then the items were pitted against each other in a tasting competition. Third grade teachers tasted spinach lasagna, pancakes and Pad Thai, and students added input as well. Quite surprisingly, the spinach lasagna won handily and will be on the menu next year at Onaway.

Third grade teacher Martin McGuan protests and says the voting should have steered towards his class' dish "I think the voting was rigged. There is no way the lasagna tasted better than our Pad Thai," he said jokingly.

Ethan Li, a student in McGuan's third grade class, believes in the program's' philosophy. "I think it promotes healthy eating in children," he said.

Fourth grader Alex Edelman agrees. "We didn't have a salad bar last year and a lot more people are having vegetables," he said.

Fourth grader Nate Abbott concurs with Edelman and Li regarding the extreme success of the program. "It helps kids, especially the kindergartners, develop better eating habits," he said.

"It's a big improvement," said fourth grader Moira Grace McGuan, Martin McGuan's daughter.

Education comes into play when talking about interesting foods.

"This year, our AVI director Amanda Schindley has done a really good job of expanding the lunch menu, including things like collard greens and pineapple coleslaw, but the kids don't know what it is," said Steadman. That's why it's important to add the education focus in.

Onaway students of all grades learn about the different veggies on the Offering Bar. According to Steadman, cauliflower was recently placed on the bar, and once the students started learning about it, they started eating it.

Steadman and Hren use different techniques to influence the drive for vegetable and farm-to-school education."If they try a new vegetable and let us know, they get a sticker that says they've been a risk-taker, which really excites them," Steadman said.

"I had foods I have never tried before. It made me as happy as a fresh daisy," Li said.

Steadman and Hren have not focused on direct education but by the students' experimentation of the different foods and rewards for taking a risk.

"By us selling more school lunches, it gives us a little more funding from the federal government," Schindley said. This funding allowed AVI to rent a salad bar unit from South Euclid-Lyndhurst Schools.

Finally, the waste element was added to the program. "We collected and measured all the waste Onaway Elementary School generates in one day. We learned that we throw away about 115 styrofoam lunch trays every day," said Hren.

Now, Hren and Steadman have worked to set up recycling bins and often students recycle or reuse instead of just throwing in the trash.

STACEY HREN

An excited student poses with his bowl of vegetables from the 'Offering Bar' ar Onaway. An Offering Bar bowl is only $1, and is planned to move to the high school and the other elementary schools in the future, according to AVI Director Amanda Schindley.

Stacey Hren

"Kids have come in and said, 'I ate fast food all weekend. I couldn't wait to come to school and get my salad.' "

STACEY HREN

STACEY HREN

The Offering Bar, the new, smaller salad bar filled with vegetables at Onaway, is pictured above. Parents and creators Stacey Hren and Jenny Steadman routinely challenge the students' taste buds with new vegetables. On this day, they tried radicchio, a bitter purple lettuce.

McGuan hopes the new program will make change. "I hope our efforts to develop children's healthy eating habits will also carry over to the food choices made at home. Perhaps the next time a child reaches for a snack, he/she will choose baby carrots instead of Flaming Hot Cheetos," he said.

While the program is only starting at Onaway, Schindley plans to expand it to the middle and high school. The smaller 'Offering Bar' will be at the elementary schools, and the placement of a larger salad bar at the high school with more choices is being contemplated.

Although Li appreciates the Offering Bar, he believes it could grow to include more variety. "Overall it has good quality, but I would like to see more variety of vegetables," he said.

Abbott has ideas for other aspects of the lunchroom environment. "We would like to divide the lunchroom in half and hang 'quiet' signs. The lunchroom is very loud."

Abbott and McGuan are part of the IB exhibiton project, and their choice of project was to expand and help the lunchroom.

If anyone roams around the high school cafeteria today, they can find signs saying what country the menu is inspired by this month. The choice to have these signs is not influenced by IB, but by AVI's marketing team and aligns well with Shaker's theme of worldly attitudes.

McGuan thinks that not just the advertisement, but the social promotion of the program has contributed to its success. "The Onaway parents, teachers and culinary staff have creatively marketed and promoted the changes to the Onaway School lunch program in a way that encourages children to take more ownership of their eating habits while at the same time making healthy food choices," McGuan said.

AVI conducts yearly surveys to get students' opinions on what they want to eat, which prompted some of the program at Onaway in the first place.

"We want to include your guys' ideas because it's your lunch, you want to eat it," said Schindley.

Appreciation for the Offering Bar still grows, with promise of eventual expansion to other schools. "Kids have come in and said, 'I ate fast food all weekend,'" Hren said. "'I couldn't wait to come to school and get my salad.'"

JOANIE BERGER

Onaway Elementary School third grade students cheer as their dish, spinach lasagna, wins during the menu tasting competition. Dish ideas brought up by the three third grade classes were tested to see which dish will be on the menu next year.

The 6 Point Guide to Your College Tour

SARA MESIANO WEB MANAGING EDITOR

LYNNE SHLONSKY

This past spring break, I made the unwise decision to go on nine college tours in four days. While this rapid-fire approach reduced time and costs, it was a massive undertaking and a sensory-overload. Now, I stare down the barrel of yet another summer. For many, this means we are one step closer to that inescapable reality: life after high school, where we must face up against monstrous operation that is the college application process. But all is not lost! While my college tour experience may have been a hectic mess, it left me with wisdom that can ensure none make my mistakes again. The fact is, the college pitch is an easy one to crack. Any tour you go on -- be it at massive public schools or small liberal arts schools -- will include the same six universal factors.

1. Your tour guide will be so perky you'd think she (or less likely, he) just chugged three Red Bulls in three minutes.

Keep in mind that to become a tour guide, students went through a vigorous application process in which they demonstrated their abilities to walk backwards, project their voice across a football field and tell students that they are currently having "the time of their lives" at college. If the guide fails to carry out these duties, report him or her to the admissions office. Moreover, the tour guide should be actively involved in at least five clubs, a member of a sports team and currently double-majoring in neuroscience and dance (with a minor in French). Most importantly, you should take every single thing this person says as reflective of the entire student body. These students, who are willing to sacrifice part of their summers giving tours to clueless high school kids, obviously represent everyone on campus, right?

2. Your tour will detour around some colossal and disruptive campus construction project for some sort of crazy new state-of-the-art facility.

Projects could include: A third rock wall for the gymnasium, a new smoothie kiosk right next to one of the three starbucks locations or maybe renovations to one of the housing buildings that is only three years old. The possibilities are endless, and the effects will be felt. You'll have to detour around bulldozers and cranes, where your tour guide will shout over the construction noises about "how much they wish they weren't graduating next year" and about "how lucky you'll be to get to see the completed project." No matter what ambitious project you're maneuvering around, the tour should make clear where the university is putting all their funds. All the while, don't expect your tour guide to mention that the school's tuition is now over $60,000 a year.

3. If the tour guide doesn't spend 10 minutes explaining the "blue light" emergency phones, you should immediately leave and never return.

Tour guides should mention that when you're standing at one of the emergency phones, you'll always be able to see two more of them somewhere else. (That way, if you're ever being attacked, you'll have more options to get help -- keeping with the school's open-minded philosophy.) The tour guide should also brag about either a. how quickly the campus security can swoop down on these emergency phones or b. that no one has actually used the emergency phones in the past 500 years. If the emergency phones have been used recently, or if the campus security arrives on the scene in any timeframe over 0.5 seconds, you should write off the school as dangerous and take your applications elsewhere. If the tourguide cannot brag about the head of security being a former head of the president's secret service detail, then you should proceed very cautiously. Don't expect your tour guide to mention the words "sexual assault," "date rape" or "alcohol" at any point. (I mean, that would just be expecting just too much.)

4. You will casually pass the university president's home as you're walking through the campus.

The president must live on campus, and/or be considered by all students (a.k.a your paid tour guide) as "a real presence at the school." Maybe the students give him a nickname, demonstrating the president's fun-loving and down-to-earth nature, or maybe he hosts office hours where all 5,000-20,000 students are encouraged to come eat ice cream with him while talking about their classes. Of course, there's no denying that the president will be a "him" and, if he does live on campus, it will be in by far the nicest housing option in the school.

Keep in mind that to become a tour guide, students went through a vigorous application process in which they demonstrated their abilities to walk backwards, project their voice across a football field and tell students that they are currently having 'the time of their lives' at college.

5. Your tour guide will talk about amazing international study options.

If fewer than 99 percent of students don't choose to spend at least one semester doing onsite research on coastal erosion in Kathmandu, then the school obviously can't cater to your needs. Your tour guide will not mention that the study abroad "experience" actually inflates your tuition or that the overseas classes might not even help you fulfill your major. However, your tour guide should definitely mention how he or she elected to spend his or her money studying abroad during the summer semester, because he or she couldn't bear missing out on the fun and exciting campus events going on during the school year. Ignore the fact that they are now so desperate for money that they have to sacrifice their summer giving tours to high schoolers.

6. Your tour will casually walk past plenty of evidence of the school's "eco-friendly outlook."

As you traverse your college campus, you will soon be made aware of the importance of sustainability in the college culture. Admire the various (empty) recycling receptacles dispersed throughout the hallways. Look on at the window-covered student union, designed to let in as much "natural light" as possible (ignore the one-window dorm rooms). Marvel at the home-grown sustainable veggie burgers in the cafeteria (because no one's eating them.) Between the information session and the

Tours

tour itself you should leave that school knowing that they are doing every single thing possible to solve the global warming crisis. (Apart from actually directing significant funds to their environmental science department.)

The finale: Why I chose to come to so-and-so college.

This will be the kicker. If your bubbly tour guide, expensive construction projects, unused blue phones, over-friendly president, unrealistic study abroad opportunities and environmentally-friendly facade hasn't persuaded you, then here's where the tours pull out the big guns. After being herded from cafeterias to dorm rooms to libraries, the tour will end by completing a full circle of the grounds. Your tour guide, somehow still smiling and walking backwards, will gather the group and make one last pitch. These people you met less than an hour ago chose this as the place to spend four years of their life, why can't you? Forget the fact that the college may not offer your major, may be located too far away or may be ridiculously overpriced, the guide is having fun here; you can, too.

And that's it. 10 minutes later, you'll be driving away from the campus, where the young team of tour guides did everything in their power to sway you to apply to their school. Whether you actually are able to get accepted is another story altogether. But for now, you can pat yourself on the back for jumping another college-process hurdle. Don't get too self-satisfied now, because, as you soon will be aware, the next step is far worse: listening to your parents' opinions. Buckle up for a fun road trip, and on to the next school.

LYNNE SHLONSKY

Between overzealous tour guides and over-the-top construction projects, there are some aspects of college tours that are universal.

MEREDITH WEIL

Alex Doody and Josh Weil, seniors at Hawken School, were killed May 14 when their car struck a tree on County Line Road in Gates Mills.

Loss Reminds Us We Are All Human

Hawken School lost two students May 14 when a vehicle struck a tree on County Line Road in Gates Mills.

The crash killed seniors Alex Doody and Josh Weil, and injured fellow classmates Max Perlick and Chapin Berk. While the Gates Mills Police are still investigating, speeding is believed to have played a role in the accident.

Max Markey
Business Manager

Hawken senior Parker Selman described the boys as "two of the kindest, most genuine people I ever had the honor of knowing". Shaker students tweeted their support for the boys' families and wore red May 18 in solidarity with the Hawken community. District flags also flew at half staff that day to honor the fallen teens.

More than 1,000 people attended each boys' funeral.

Doody was a promising basketball player, and Weil was a solid football and lacrosse player as well as a musician.

How could something this horrible, this incomprehensible, happen to teenagers who had such bright futures?

These tragedies occur all too often, but what we learn from them is key to the healing process.

For one, it brings into perspective our mortality. As much as we hate to think about it, we must respect the fragility of life and how quickly it can be taken away.

We are not immortal, and coming to that realization can prevent such a senseless loss of life.

These tragedies occur all too often, but what we learn from them is key to the healing process.

When you are out on the roads, slow down. The potential consequences of being five minutes late are tremendously lower than those of speeding.

Tell your loved ones how much they mean to you when you have the chance; you never know when goodbye will come. Hug your mom. Help your brother with that homework. Spend quality time with those you care about whenever you have the chance – life is too short not to.

Most importantly, live life like tomorrow is your last day. Be present in the now, do what you love, and make sure to always give your all, just like Alex and Josh.

Doody and Weil will be missed greatly by those who knew them.

While they may no longer be here, their legacies of hard work, dedication, selflessness and strong friendship will live on in the hearts of their classmates, friends and families forever.

To the Doody and Weil families, the Hawken community, and all those touched by the lives of these outstanding teens: the thoughts of the Shaker community are with you.

To the Shaker community: please keep in mind that this could have been your family and friends grieving the loss of a young life.

Nobody is invincible, no one is above being injured, even killed, when a driver loses control of a car.

As teenagers, it is important we remember these things. When life can end so quickly, you never know how much time you have.

Always remember that there is no time for wishing, wanting and hoping in life – go out and do it.

Tuning in the New Music Revolution

OSE ARHEGHAN INVESTIGATIONS EDITOR

To Pimp a Butterfly • Kendrick Lamar

Taking a number from Beyoncé, Kendrick Lamar released his third full-length album a week before its stated release date, leaving fans pleasantly surprised.

Lamar's "To Pimp a Butterfly" is the perfect addition to a movement of unapologetic African-American people taking a stand against oppression in the past year.

Review

The album highlights Lamar's versatility. Although categorized under hip-hop, the genre is a very general category for the work.

"For Free?" features strong jazz roots, and "King Kunta" sports a funk vibe. With a spoken word approach to "Mortal Man," this record pulls from different musical ideas.

The musical elements, however, aren't the only aspects of this album that span a large range. The themes and lyrics also cover a variety of subjects.

In his single, "The Blacker the Berry," Lamar covered the topic of institutionalized racism with lyrics such as, "I mean it's evident that I'm irrelevant to society. That's what you're telling me, penitentiary would only hire me."

In "Complexion (A Zulu Love)," he tackles the stigma dividing the African-American community between light and dark skin.

"Beauty is what you make it, I used to be so mistaken by different shades of faces," Lamar sang. "Then Whit told me, 'A woman is a woman, love the creation.'"

In his two-time Grammy award winning song "i," he repeatedly uses the hook, "I love myself," encouraging positive self love.

In its counterpart "u," Lamar uses the hook, "Loving you is complicated," emphasizing how many layers there are in a person and how the same person can see themselves in many ways.

INTERSCOPE RECORDS

From 2012's "good kid, m.A.A.d. city," to "To Pimp a Butterfly" and awards from Black Entertainment Television and The Grammys, Kendrick Lamar is bound to continue to make a splash in the music scene.

THE 'TO PIMP A BUTTERFLY' FAN CLUB

JERON GASKINS

"To Pimp a Butterfly is an album of true originality that stems from true struggle that led to true success."

SOPHIA SOLGANIK

"I love 'To Pimp a Butterfly' because it honestly compiles the thoughts and fears of success from someone who has experienced the best and worst of the USA."

SAMIRA COLBERT

"'To Pimp a Butterfly' was an overwhelming pro-black album. I think it gets written off as 'bad' because listeners can't understand the subject matter."

Never Happy, Ever After • As It Is

It looks like 2015 is the breakthrough year for UK based pop-punk band, As It Is.

Fearless Records signed the four-piece band in October of 2014, then soon announced that the band would play Vans Warped Tour, a summer long rock music festival.

The 11-track album titled "Happy Never, Ever After" is a punchy, pop-punk record that has put this UK band on the map. The first single, "Dial Tones," which was released in mid-January, already has close to 1 million views on YouTube.

Review

Following typical pop-punk, As It Is' album covers the punk messages of adolescent self-reflection, love and success.

"Dial Tones" follows the band's climb to success with lyrics like, "I'm getting more of what I've always wanted, but becoming less of who I've ever been."

In the past year, the band has gone from playing garage shows in the UK to playing in Japan. In addition to "Dial Tones," two other singles titled "Cheap Shots & Setbacks" and "Concrete" were also well received. All three songs were performed for the Spring Break Tour this March, which was the band's first U.S. tour.

As It Is' most popular single, "Can't Save Myself," from their 2014 EP, also made an appearance on the album with cleaner vocals and a more focused sound.

With a sound similar to Texan pop-punk band Forever the Sickest Kids, "Happy Never, Ever After" comes out of the gate with a light dance track titled "Speak Soft."

While just about three fourths of the album -- eight out of eleven songs -- comprises fast-paced and relatively upbeat music, the remaining tunes share a slower vibe.

The band has already hinted at working on their second full-length album, to the excitement of their fans.

FEARLESS RECORDS

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Can Healthy Food Really Help Your Grades?

Science suggests that what you eat matters as much to your brain as it does to your stomach

As finals approach, students wonder what to eat before tests to help them succeed. The solution? Certain "brain foods" to strengthen your body and mind.

Brain food: an ingredient or dish that helps students study by increasing focus and memory. According to UCLA Newsroom, it was recently discovered through several experiments that food affects brain performance. Scientists who back this theory believe that Omega-3 fatty acids --found in certain fish and nuts--among other nutrients, improve the brain over both long and short periods of time.

Zachary Nosanchuk
The Buzz Editor

Janice Friswold, a University Hospitals dietitian, suggests smoothies or breakfast burritos for breakfast.

"Eating breakfast will help you have more energy and improved concentration for problem solving," she said. "Students that eat breakfast tend to have better grades and are at a healthy weight."

Friswold also recommended fruit or trail mix as snacks, as well as tuna and other fish for lunch. Fatty fish increase focus, according to BBC Food.

"Try to eat a meal or snack every 4-6 hours to keep your energy level up and your brain supplied with glucose, so, avoid skipping meals," Friswold said.

Friswold suggested a meal plan to follow right before taking a test or beginning homework. It includes eating plenty of fruits, vegetables, whole grains, beans, nuts, low-fat dairy and protein. One should also space out meals, with enjoyable and healthy breakfasts, lunches, dinners and snacks.

Additionally, Friswold addressed what not to eat prior to an exam. "Too much caffeine can make you jittery," she said. "Too much sugar may make you sleepy."

Opposingly, freshman Sarah Augustine believes that "eating brain food doesn't make [her] any better on the test."

Although Augustine doesn't believe in brain food, she appreciates eating healthy snacks, like fruit. "My go-to food would have to be watermelon," she said. According to Friswold, fruit helps improve memory.

Need a recipe to help get started eating brain food? Look at the recipe for granola bars on the right.

Chewy Granola Bars With Coconut

VINCENT PROCHOROFF//THE SHAKERITE

Zachary Nosanchuk
The Buzz Editor
Makes 14-16 Bars

Materials:
Large rimmed baking sheet, medium saucepan, 11 by 7 inch baking dish, spatula, mixing bowl, measuring cups.

Ingredients:
2 cups rolled (old-fashioned) oats
1 cup shredded unsweetened coconut
1/2 cup sliced almonds
1 tablespoon canola/vegetable oil
3 tablespoons unsalted butter
2/3 cup honey
1/4 cup light brown sugar
1 teaspoon vanilla extract
1 teaspoon ground cinnamon
1/4 teaspoon salt
1/2 cup chopped dried apricots
1/2 cup dried cranberries
1/2 cup dried cherries

Preparation:
1. Preheat oven to 350 degrees Fahrenheit. Line baking dish with parchment paper and spray with cooking spray.
2. Mix oats, coconut, and almonds with oil in mixing bowl. Pour onto baking sheet and spread in an even layer. Bake in oven for 8 to 10 minutes.
3. Place butter, honey, brown sugar, vanilla, cinnamon and salt in the medium saucepan. Bring to a boil, stirring often, over medium heat. Reduce heat to medium-low and cook for 2 more minutes.
4. Place oat and nut mixture into a large mixing bowl, and pour in syrup from the saucepan into the bowl. Add apricots, cranberries and cherries and mix thoroughly. Reduce oven heat to 300 degrees.
5. Pour granola bar mixture into prepared baking dish and press with spatula to make even. Bake until golden brown and chewy, about 25 to 30 minutes. Once it comes out of the oven, let cool for around 1 hour, or until entirely cool. It's a long time, but it's worth it. Cut into 14-16 bars. Will last 1-2 weeks on the counter.

What Foods are Good for Your Brain?

Nuts are some of the best foods for your brain, with Vitamin E that helps to improve your memory.

Blueberries include polyphenols, elements that help with cognitive function.

All seeds contain zinc, including suflower seeds and are great for brainpower.

Tomatoes are versatile fruits (not vegetables), with polyphenols and lycopene, both great nutrients.

*Information from Janice Friswold, dietitian at University Hospitals

'Rite Bite

Are you a foodie? Good news! The Shakerite is launching brand new food coverage within The Buzz. Look for the 'Rite Bite logo above to see if the article is about food. Coverage will include recipes, videos and other food-related news.

"iPhones are known for their simplicity. That's why everyone chooses it. We all subconsciously choose it and come back to it every other year."

ANTHONY COLLIER

An Apple a Day Keeps the Android Away

MARIEL LUSTIG//THE SHAKERITE

Android, Windows or Apple? Apple dominates, but other brands offer cheaper handsets, customization

ZACHARY NOSANCHUK THE BUZZ EDITOR

Are you on Team iPhone or Team Android? Brands of phones divide high schoolers, and arguments often ensue.

Freshman Sophie Browner owns an iPhone and believes students prefer Apple brand phones because of the apparent influence on social status.

"I think that most of my peers have iPhones because most of my peers have iPhones," she said. "Even if the screens crack easily and there are better smartphones out there, I think people get the iPhone because they simply think that they have no other option."

Junior Jamie Semel agrees with Browner. "I think [iPhones are] easily accessible and they have kind of become the social norm," she said.

Freshman Mariah Jordan has a Samsung Galaxy S5, and also thinks iPhones are just for status. "I think many peers have iPhones because they want the Apple brand. I think many people associate an iPhone with being cool," she said.

Alternatively, freshman Katie Campanelli believes that iPhones are simply better. "I think Apple phones are the best because they are constantly coming out with software and iOS updates, always trying to improve their phones and I feel like they are better quality," she said.

Sophomore Anthony Collier agrees, and praises iPhones for their simplistic design. "iPhones are known for their simplicity," he said. "That's why everyone chooses it. We all subconsciously choose it and come back to it every other year."

One employee at the Eton Apple store "Genius Bar," Apple's customer support service, explained the interest behind iPhone. Primarily, Apple's cloud-based drive, named iCloud, allows music, files, photos and more to be shared on one's iPhone, iPad and Mac computer device. Another reason is that apps in the Apple App Store are regulated to make sure they are useful and do not have viruses. In comparison, apps in the Google Play or Microsoft app stores are not regulated, and so anyone can create an app.

Finally, the Apple employee stated that Apple Support for their devices is much more personal. In order to get support for an Android device, one must go to their wireless carrier's store. To buy or get support for an iPhone, the customer can go to the Apple store--separate from their wireless carrier--with certified Apple-knowledgeable employees that can help.

An employee at the Beachwood Place Microsoft store challenged iPhones with a testimony in favor of Windows phones. First, the very low price. Windows phones, primarily because they are built with plastic, are known for having much lower prices than other brands. Windows OS allows for much customization in the "Start" screen, or where the owner scrolls through the various apps. Another feature on Windows phones is Cortana, the voice assistant. The employee said that Cortana can set reminders, search and do other tasks at the same time.

iPhones have -- and continue -- to dominate the market. According to the International Business Times, around 69 million iPhones were sold in the 2015 holiday quarter. In fact, according to Business Insider, Apple had the most profitable quarter ever, more so than any other company.

However, Apple had a slight break in its enormous phone sales from 2012-2014, but with 2014's surprising iPhone 6 sales Apple redeemed itself with just a .1% sales margin between it and Android.

The Android operating system applies to HTC, LG, Motorola and Samsung phones, while Apple iOS applies only to iPhones. This shows the extreme popularity in Apple, because with only one brand, it has .1% more of the market, according to Techcrunch.

Freshman Dawn Falokun believes that iPhones pull consumers in because of the Apple voice assistant, Siri. She also thinks that the format of social media apps like Facebook and Snapchat on iOS is an intriguing element. Campanelli agrees, and also finds that the high-quality camera on iPhones are a good feature.

Voice assistants, a fairly new feature introduced by Apple on the iPhone 4s, are on all mainstream brand smartphones. Android-based phones like the Samsung Galaxy and HTC One use the voice assistant Google Now, and Windows phones have Cortana, both created after Siri. CNET predicts that the quality of the voice assistant on a phone could determine the buyer's choice.

By The Numbers

Quarter 4 2014 smartphone sales

47.6%
Android sales

47.7%
iPhone sales

3.8%
Windows sales

Most Popular Smartphones 2014

1. iPhone 5s
2. iPhone 5c
3. iPhone 6
4. Samsung Galaxy S4
5. Samsung Galaxy S5
6. iPhone 4s
7. HTC One M8
8. iPhone 6 Plus

TELEGRAPH.COM

Collier, alternatively, believes that iMessage, the system that allows for iPhone users to text each other with no data costs, is one of the few exclusive features retained by iOS. He thinks that iOS 8 lacks room for customization, and requires a long process to be able to change the look of the operating system.

Junior Kylie Boyle agrees with Collier." I think one of the main reasons why most people have iPhones is because of iMessage," she said.

Still, Collier loves iPhones for their sleek and innovative design. "I fell in love with Apple products the first time I saw one of its ads way back in 2008 or 2009," he said. "The design and feel of the phone and its powerful interface grabbed my attention and [the attention of] many other people looking for something different in their phones."

Jordan appreciates her Samsung phone's camera, and believes that people should buy for features and not status. "I think people should buy the phone that best fits them," she said.

A large portion of consumers buy the newest phone simply to have the newest technology.

Browner strongly agrees with this belief. "Every phone is used for the same function of calling, texting, listening to music, or playing games," she said. "Just because a phone is thinner, taller, or made out of a cooler material usually doesn't mean that it works better."

"Most phones can last you well over four years for your basic needs. You don't always have to have the latest and greatest to be up to speed. You have to play it smart," Collier said.

"I don't think it's that important to have the newest phone, but it has become a necessity to have a smartphone for most people," Boyle said.

Sophie Browner

"I think that most of my peers have iPhones *because* most of my peers have iPhones."

ZACHARY NOSANCHUK//THE SHAKERITE

The Apple Store at Eton has the well known Apple logo. This logo, found on their iPad, Mac and iPhone lines, is a reminder of Apple's promenence as a technology company. Many high school students favor them, and status, reliablility, and design are among the deciding factors.

Semel is torn, and thinks that sometimes the newest phones are needed for a fast operating system. "I don't believe it's important to have the newest phone just because everyone else has it or because it's the 'cool' thing, but I do think companies such as Apple make the software more and more slow on older phones as they make newer ones," she said. "Sometimes it's the most productive option to get a new one."

In order to use one's phone, some sort of ID or passcode is needed. iPhones revolutionized this feature with Touch ID on the home button of the phone. Some Android phones have this feature as well, but also have the new face recognition. By submitting a picture of one's face, the owner can quickly get into the phone.

Some students believe that the majority of students who have iPhones buy them simply for their popularity among their peers.

This type of 'trend' pattern has plagued teenagers for ages, always trying to catch up to the new status statement.

"I don't think the iPhone has a special feature that pulls people in, I think it's the iPhone brand itself," Jordan said.

"I've noticed that the majority of my friends have Apple phones and other Apple products," said Boyle.

Still, the argument continues. Companies like Samsung are catching up to Apple, with phones like the Galaxy S6, very similar to iPhones. Samsung phones have been using larger screens and a simple operating system to pull in the older audience, and Apple responded with their large-screen iPhone 6 and 6 Plus.

Still, some battle over which feature each had first. We may just all have to wait for the iPhone 6s to see what new tricks Apple will pull out of its sleeve, or whether those tricks were stolen from Android or Windows.

"It's always been a huge debate in the tech world in which is more powerful, longer battery life, better screen, more [megapixels] in cameras, etc," said Collier. "It all depends on what you want."

Students Stick With Shattered Screens

MATT WHITESIDE//THE SHAKERITE

Freshman Katie Campanelli

"I wish my phone was bomb-proof. I have dropped my phone more times than people have said, 'I hate PARCCs!'"

MATT WHITESIDE//THE SHAKERITE

Junior Kylie Boyle

"I bent my phone falling down stairs and landing on it. Then I shattered the screen dropping my phone on my driveway."

Yet Another Conference Switch on the Horizon

With football the deciding factor for many districts, athletic programs shop for conferences more often

NED WEINGART RAIDER ZONE EDITOR

MATT WHITESIDE//THE SHAKERITE

Sophomore Haley Brady goes in for a shot April 28 against GCC member Medina at Russell H. Rupp Field.

After three years in the Northeast Ohio Conference, Raider athletics will have a new home for the 2015-2016 school year.

Shaker announced in late 2013 that it and six co-members of the NOC would be leaving to form the Greater Cleveland Conference at the start of 2015-2016 school year.

The GCC will include Brunswick, Elyria, Medina, Mentor, Shaker, Solon, Strongsville and Euclid, which was added to the conference in 2014.

Athletic Director Don Readance said that the move to the GCC was made in order to avoid being left behind.

"The move to form the GCC was basically out of necessity," said Readance. "We didn't really have too many options; the NOC was basically breaking and there were a lot of schools going in different directions. The original seven schools that we decided to form the GCC with all had the same circumstances as us and they were all Division I schools, so based on that we kind of just formed the best of what was left."

According to Readance, the major downside to the Raiders' new conference is the burden of travel.

"Geographically it's not exactly what we wanted because we have some schools out in Lorain county and some down in Medina county, which will make travel a little tough," said Readance. "But that's just the way it is right now with high school athletics--there's a lot of movement and jumbling around."

The furthest travel time for the Raiders in the new GCC is to Medina High School, about 50 minutes away by car.

Medina is not the only far away destination. Elyria, Mentor and Strongsville are all more than 40 minutes away as well.

"A lot of those teams really don't want to have to compete with Mentor in football. Some teams like Hudson and Stow were also complaining that they didn't get to play their rival football schools and at the end of the day football is the deciding factor for a lot of these schools."

DON READANCE

GCC MEMBERS

Brunswick
Elyria
Medina
Mentor
Shaker Heights
Solon
Strongsville
Euclid

Before forming the GCC, Shaker attempted to form an I-271 conference including schools such as Twinsburg, Mayfield and Brush, but to no avail.

"A lot of those teams really don't want to have to compete with Mentor in football. Some teams like Hudson and Stow were also complaining that they didn't get to play their rival football schools and at the end of the day football is the deciding factor for a lot of these schools," Readance said.

The new conference will be a step up for Raider football as they will now play powerhouse teams like Mentor, Solon and Brunswick on a weekly basis.

"All our kids are either going to step up to the plate or we [will] have long seasons ahead of us," said Head Football Coach Jarvis Gibson. "We have zero weeks off, we have no cupcakes on the schedule."

The new conference will debut this fall at the start of the school year and will affect all varsity sports except field hockey, ice hockey and crew. The new conference will even debut a new men's lacrosse division, something NOC did not offer.

"It's a lot more competitive," said Justyn Moore, a junior on the cross-country team. "We will be in the toughest conference [for cross country]."

However, Moore believes the competition could be beneficial in improving Raider athletes' results.

Tennis coach Alan Slawson predicts little change for his team next season.

"There won't be much of a difference. Solon will be our biggest rival for both girls' and boys' tennis," said Slawson. "The two best teams in the current conference are Solon and Shaker, and in the new conference the top teams will still be Solon and Shaker."

Junior baseball player Canyon McWilliams believes the new conference will help the Raiders win more big games.

"I'm really excited for the higher level of competition. I think it will make us a better team with more tendency to fight in close games," he said.

"Not to take anything away from our team's accomplishments in the NOC, but the fact of the matter is the competition we face during the conference doesn't adequately prepare us to win close games against high quality teams."

According to Readance, the only other alternative for the Raiders apart from the GCC was going independent, which brings on a whole host of other problems. If a team is independent, it means they don't have any conference affiliation.

"We didn't really have a lot of options, and I wanted to avoid going independent because when you're independent, scheduling is a nightmare, especially with sports like men's basketball when there are only so many open dates to schedule games once other teams start their conference play."

Readance liked the long term idea of the GCC but said that Shaker will keep all options open.

"This type of conference realignment is happening all over the state, everyone is knocking around trying to find the best situation, Readance said.

"We're definitely not looking to jump around from conference to conference, but at the same time we have to find the best situation for our school, our community and our kids."

Raider Zone Editor Alexa Jankowsky contributed reporting.

Cavs Are 'All In' For Domestic Violence, Apparently

The Cleveland Cavaliers broadcast a video May 6 on the Quicken Loans Arena Jumbotron portraying a man throwing his female partner to the ground when he discovers she is not a Cavs fan. The Cavs removed the video and released a statement of apology after criticism from groups that aim to minimize domestic violence.

A man and his daughter are sharing a snack in the kitchen before the big game. The 6-year-old girl's long hair hides the logo on her shirt. A peppy song comes on the radio. The girl and her dad, who is sporting the home team's logo on his shirt, begin to giggle and dance. The girl takes a running start and leaps trustingly into her father's arms. When she jumps, the logo on her shirt is revealed -- and it's the logo of the opposing team. He throws her to the ground and walks away, muttering. The girl lies on the ground, writhing in pain.

Alexa Jankowsky
Raider Zone Editor

Does this scene make you laugh? Does it make you cringe?

Replace the 6-year-old girl and her dad with a 20-something woman and her husband or boyfriend. Would you react differently? If so, at what age does domestic assault of a women become funny? When she is 10? Fifteen? Twenty?

The Cleveland Cavaliers broadcast a video on the Quicken Loans Arena Jumbotron May 6 depicting a man throwing a woman across a room when she reveals she is a Bulls -- not a Cavaliers -- fan.

The video, supposed to be a parody of a health insurance company's TV commercial, aired during game two of the Cavs' Eastern Conference Semifinal series against the Chicago Bulls. According to the Chicago Tribune, "many fans in the arena laughed."

The video shows a couple in their kitchen before the game, the woman wearing an apron, the man an "all in" Cavs shirt. The couple goofily dance to "Time of My Life" from the film "Dirty Dancing." Though the apron is annoying (what could a woman possibly do before a game other than prepare food?) and the acting is cringe-worthy, there is nothing inherently wrong with the video -- yet.

But then, the woman takes off her apron and reveals she is wearing a Bulls shirt. As she runs to her significant other, ready for him to hoist her over his head like the characters in "Dirty Dancing," he throws her across the room, and she crashes to the floor. He then mutters, "I didn't know you were a Bulls fan."

The woman is seen on the ground, clutching her leg and clearly in pain, while a voiceover says, "When it's playoff basketball season, you have to be all in, so don't make the same mistake *she* made." Later, the woman is seen sitting on the sofa next to her attacker. She wears a Cavs shirt and holds an ice pack on her head. She tells her partner she is now "all in".

The Cavs took down the video after criticism from groups fighting domestic violence such as the National Domestic Violence Hotline and National Network to End Domestic Violence and news organizations. The Cavs then released a statement, saying "it was a mistake to include content that made light of domestic violence."

Though the video is cartoonish, it communicates a concerning message to women: If you don't support your husband's or boyfriend's choices in sports teams (or movies, friends, what to order for dinner, etc.) he is entitled to throw you across a room until you agree. It's normal for you to watch a sports game, but only if you make food for your boyfriend first and root for his team. You must submit to your man, otherwise he has every right to hurt you.

What's concerning to me is that kids who viewed the video, at the game or otherwise, are at risk of continuing this misogynistic cycle. Young girls who view this video are taught that dating someone who abuses them is acceptable -- even funny. Boys are taught abusing women is OK.

After watching the video, I went on Twitter to see the reaction. More people expressed outrage at Tom Brady's awareness of deflated footballs than at a video encouraging domestic violence. How can most people overlook a video promoting abuse? It's a disturbing mystery to me.

Though the video is cartoonish, it communicates a concerning message to women: If you don't support your husband's or boyfriend's choices in sports teams he is entitled to throw you across a room until you agree.

Perhaps it's because domestic violence has become the norm.

For example, on May 13, seven days after the video was broadcast, Cavaliers' center Kendrick Perkins was allegedly involved in a domestic dispute. A 911 caller reported a man and woman in a physical altercation and believed the woman was pulling Perkins back into the car. Perkins has gotten legal attention for violence before . He faced assault charges in 2013 when he allegedly punched a woman.

Perkins is not alone. Recently domestic violence has brought professional athletes a lot of attention. Most famously, in September videos surfaced of former Baltimore Raven's running back Ray Rice knocking out his then-fiancée and dragging her limp body out of an elevator.

In light of the domestic violence reports among professional athletes, public pressure is mounting, and teams as well as leagues have taken action to discourage domestic abuse.

The Cavs' misguided video, however, proves that the "strong and lengthy track record of supporting domestic violence-related causes and efforts" described in Cavaliers' statement is not enough for the Cavs take abuse seriously.

To set an example and take a stand against domestic violence, the Cavaliers need to do more than issuing an empty apology. The Cavs, now in the NBA Finals, need to prove to their fans that domestic violence is not acceptable to them and they need to work to end, not strengthen, a sports culture that accepts and glamorizes abuse. The Cavaliers have not shown that they respect female sports fans -- or females at all.

Maybe we should not go "all in" for a team that doesn't value the safety and well-being of all its fans.

A Spring Marked by Triumph and Defeat

Strong finish leaves Raiders lamenting missed opportunities, hopeful for next year

ALEXA JANKOWSKY AND NED WEINGART RAIDER ZONE EDITORS

JACQUE BERKSON

Freshman Max Landow, Cory Henderson, Andy Deneris and Damien Canfield practice on the Cuyahoga River.

MATT WHITESIDE//THE SHAKERITE

Senior Arpit Agrawal stands on second base during a game.

BASEBALL

Baseball capped off a successful 2015 season with an NOC Lake Division Title. At the playoffs the Raiders were bounced by rival Mentor in the second round. Shaker had a 14-10 regular season record, an improvement from last year's 14-13 record.

The Raiders took a weekend trip to Cincinnati where they beat powerhouse Miamisburg and had crucial conference victories over Brush and Normandy.

Junior outfielder Canyon McWilliams was one of the team's leading hitters and an important contributor on the mound for the Raiders. Other important players included outfielders Nate Livingston, Peter Shick, senior shortstop Arpit Agrawal and junior third baseman Vince Baerman.

"The season had its ups and downs, but we accomplished most of our goals and had fun doing it," said Agrawal. The Raiders will look to capture another conference title in 2016, their first in the new Greater Cleveland Conference.

SOFTBALL

Raider softball finished the 2015 regular season with a 5-8 record, a step back from last year's 7-9 record. Shaker fell to Euclid in the first round of the playoffs. Junior Kylie Boyle believes the team's record didn't reflect its growth throughout the season.

"There was drastic improvement throughout this season, not only because of the altered coaching staff but also because the team was more close knit than it has ever been," Boyle said.

Key players for the Raiders this season included Boyle as well as juniors Marissa Reape and Mikala Mahoney, and freshman Lori Mack.

The Raiders had an up and down year but did have strong showings against rivals Hathaway Brown and Cleveland Heights as well as a big 13-12 win over Brush. Although the season was disappointing, there is hope for the 2016 season as the Raiders will return seven of their nine starters from 2015.

IRENE MEYERHOEFER

Freshman Ellen Meyerhoefer winds up a pitch during a game.

MATT WHITESIDE//THE SHAKERITE

Sophomore Will Talbot plays a lacrosse game in spring 2015.

M. LACROSSE

The men's lacrosse team took a giant leap forward in 2015. The Raiders more than doubled their 2014 win total and finished with a 12-8 record. The last time the Raiders won 12 games was in 2005. Shaker won their first round playoff game against rival Mentor, but fell in the second to Massillon Jackson.

The Raiders ventured to Detroit, Michigan where they defeated powerhouse Brother Rice and lost to Cranbrook, the 2013 Michigan Division II State Champions.

Key players on offense for the Raiders, who were ranked 8th in the state in scoring, included junior midfielder Clay Brady and sophomore attackman Will Talbot who had 46 and 44 goals, respectively. Both were also awarded all-region honors. Juniors Cam Hawkins and Matthew Milgram were important players on defense. Hawkins was also awarded all region honors.

The Raiders will be set for another successful season in 2016 as they will return six of their ten starters from 2015.

W. LACROSSE

Women's lacrosse capped off a very successful season with a 14-2-1 regular season record and a deep playoff run. The Raiders advanced all the way to the third round where they fell to perennial power, Medina. Shaker had a lot of key wins this season including an upset over Massillon-Jackson who was ranked number one in the state at the time.

The Raiders also had important wins over Kenston and rivals Hathaway Brown and Cleveland Heights. Key players for the Raiders this season included senior forward Kasidy Anderson, sophomore forward Haley Brady and midfielders junior Bridget Mitchell and sophomore Meagan Mitchell.

Junior Christy O'Connell believed that team chemistry was a major reason for the team's success.

"I think we were very close as a team and it showed because when we all came together as a team we were very successful," O'Connell said. The Raiders will only graduate three seniors in 2015 and will look to make another run at the state title in 2016.

MATT WHITESIDE//THE SHAKERITE

Sophomore Haley Brady takes on a Media defender.

SARAH MARKS

Senior Brian Lief and junior Justyn Moore compete in a meet.

M. TRACK & FIELD

Men's track will send the 4x800 team and junior 3200 meter runner Justyn Moore to the Austintown-Fitch regional meet, where they will compete for a spot at the state meet. "We have young relays but still consistency with the boys," assistant coach Michael Calhoun said. "It's a young crew, and they seem to have jelled more than in previous years."

Led by Moore and the 4x800 team, the Raiders placed 12th out of 14 teams at the Nordonia District Championships May 20. "The difference from last year is the depth of both teams. We have a really solid core group of kids that worked incredibly hard last summer and during the cold winter months. That has made all the difference," said distance coach Dave Englander.

"If they maintain where they are right now and get experience competing against other teams, generally with athletes older than them, and continue putting in work like they are now, it will really pay off as they continue to mature as athletes," Calhoun said.

W. TRACK & FIELD

Women's track will end the season with three runners competing at the Austintown-Fitch regional championships for a spot at the state meet. Sophomore Mimi Reimers and freshman Sophie Carrier qualified in the 3200 meter run and junior Sara Mesiano in the 800 meter run.

The Raiders placed 8th out of 15 teams at the Nordonia District Championships May 20.

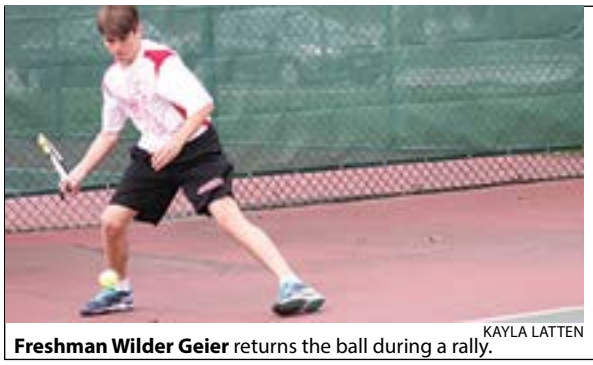
"In what is undoubtedly the toughest conference in Ohio, we won two distance events, and were second in two others. Mimi Reimers and Sara Mesiano were both league champs, although I suspect no one else in the league would have predicted that," distance coach Dave Englander said.

Women's track placed 7th out of 14 teams last year at the District Championships.

"A lot of people made significant improvement, and this year I felt like there was a bigger competition for varsity," said sophomore Elise LaFramboise. "We have a lot of freshman who did really well and we have done well in invitationals."

GRISTMILL

Senior Talia Sawyer competes for the Raiders in spring 2015



KAYLA LATTEN

Freshman Wilder Geier returns the ball during a rally.

M. TENNIS

The Raiders finished the season with a 12-5 record, improving from the 7-7 regular season record last year.

"We've improved a lot since last year," said head coach Alan Slawson, who has returned for a second stint at the helm of the program. "The attitude is much better this year, and we've gotten a lot of confidence in our ability."

Two doubles teams, freshman Wilder Geier and junior James Sophia, as well as senior Peter Evans and senior Mateo Burrull, qualified for the district tournament. No Shaker tennis players qualified for the district tournament last year.

Freshman Andrew Mohar is optimistic about the program and thinks the team will continue to improve. "Obviously, there is room for improvement, but our record is good," said Mohar. "A lot of talent and leadership on the team will be graduating this year, but I expect the program will still be able to maintain its success and grow from the experiences from this year."

M. & W. CREW

JACQUE BERKSON

The men's crew team competes in a regatta in spring 2015.

Women's and men's crew ended their seasons with both junior varsity four boats qualifying to compete in the national regatta.

The women's JV4 boat was manned by Helen Yusko, Megan Hofstetter, Lily Schulte-Lawrence, Sarah Spielman and coxswain Natalie Kennedy. The men's JV4, the first men's Shaker boat to ever qualify for nationals, was manned by Xavier Aniton, Ian Morrison, Will Landow, Peter Zagara and coxswain Olivia Rayburn.

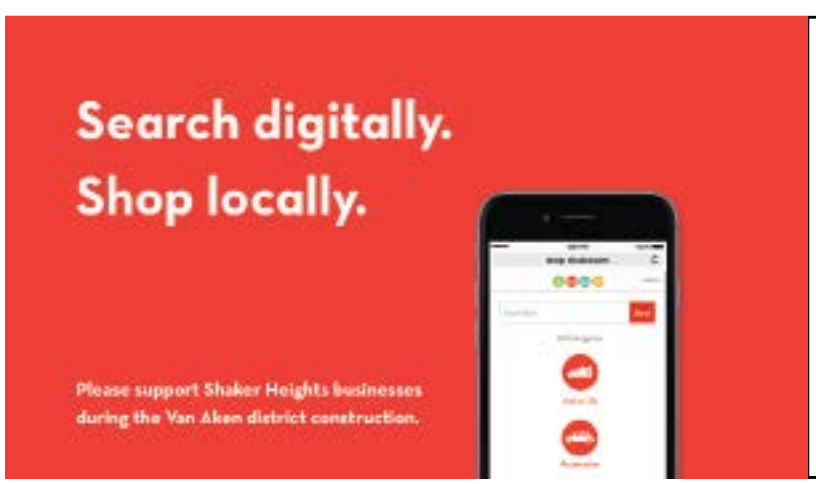
"Our head coach left so we had to adapt," said sophomore Max Rotatori. "We were still able to do well."

At the Midwest Scholastic Rowing Championships, the women's JV4 placed 2nd out of fifteen boats; the men's JV4 placed third out of 18 boats; the women's novice four placed fourth out of 25 boats; the women's varsity double placed fourth out of six boats.

JACQUE BERKSON

The women's crew team competes in a regatta in spring 2015.

"Our achievements are really what I am most proud of and the teamwork," said coach Theresa Gang. "We have a small team but have amazing results even against tough competition."



Know the Score!

Want to keep up to date with Shaker sports? Follow Raider Zone on Twitter @RZ_Shakerite

TEEN VOGUE

Don't Judge an Artist by Her First Hit Single

GRACE LOUGHEED

Willow Smith: the girl who whipped her hair at the tender age of 10. With such a silly song as her claim to fame, I never really considered her a legitimate artist. I didn't realize that she was a force to be reckoned with until I stumbled upon a song by "Wilough" on SoundCloud. She has evolved as an artist and some of her music is, like, really cool. Listening to her newer songs like "Flowers," "Female Energy" and "Rta" is proof enough of this fortunate transformation. I suggest everyone listen to some of her newer work without preconceived ideas of who she is based upon her earlier career choices.

Meh: A Year in Review

Emily Montenegro

1. PARCC (shocker)
2. Apple Watch
3. Temporary tattoos
4. Iggy Azalea
5. Drills during drills
6. Still no Pop-Tarts

Want to read more stories that make you laugh, cry or get offended? ***Visit www.shakerite.com***

Thanks to our spring sports score contributors

David Carter and Arpit Argrawal baseball
Kylie Boyle softball
Grant Zempolich men's tennis
Bridget Mitchell women's lacrosse

Cheers and Jeers: Chipotle Edition

LILY ROTH AND EMILY MONTENEGRO

CHEERS TO. . .	JEERS TO. . .
• Chipotle's new delivery service. There's nothing quite like a burrito in bed.	• Chipotle's new delivery service. I don't have patience nor money for third-party burrito transportation.
• walking in the door right as the chicken supply is restocked. I hear Sarah Mclachlan music when only scraps are left.	• to the obnoxiously loud music. Is this Mexican? I can't tell.
• two rice options for being politically correct.	• the inhumane metal contraptions Chipotle calls "chairs." My stomach is full and my butt is sore.
• high quality ingredients. I try to appreciate where the food comes from before I devour it with no regrets.	• lines out the door separating me from my one true love. None of you are invited to my burrito wedding.

Top 5 Movie Series to Binge Watch This Summer

NORA SPADONI

1. The Lord of the Rings Trilogy: will inspire you to hike more.
2. The Star Wars Trilogy: originals only, to maintain sanity.
3. The Indiana Jones Trilogy: Harrison Ford being Harrison.
4. The Toy Story Trilogy: if there are small children nearby.
5. The Alien movies: extraterrestrial encounters gone wrong.

TOP 10 PLACES TO VISIT ON YOUR SUMMER STAYCATION!

by Emily Montenegro

1. Avalon Exchange: thrifting has never been so classy.
2. The Cleveland Art Museum: sophisticated *and* free.
3. Cle Metroparks: they have penguins. Penguins!
4. West Side Market: modern bazaar of the 216.
5. Colossal Cupcakes: their cupcakes are colossal.
6. House of Blues: musically delicious.
7. Cleveland Clothing Co.: vintage, sporty, cool, yay!
8. Cedar Lee Theatre: foreign flicks are good for the soul.
9. Rock and Roll Hall of Fame: new exhibits, deep history.
10. Happy Dog: nothin' like a hot dog on a hot day.

3-Second Movie Reviews

NORA SPADONI

Felt like a video game, but one-liners on point

Wouldn't scare a 3 year old

Is this what college is like all the time?

Heard in the Halls

Student 1: "Hey, I missed your birthday!"

Student 2: "Don't worry; there's another one next year."

May 8, 1:23 p.m.

FINALS SCHEDULE

Tuesday, June 2	8:30-11:30 a.m.	Science	1-4 p.m.	No Final
Wedneday, June 3	8:30-11:30 a.m.	English	1-4 p.m.	World Language
Thursday, June 4	8:30-11:30 a.m.	Social Studies	1-4 p.m.	Math
Friday, June 5	8:30-11:30 a.m.	Make-Up	1-4 p.m.	Make-Up

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